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ABSTRACT

The third administration of the California State University and Colleges Freshman English Equivalency Examination, a test consisting of an objective examination graded by the Educational Testing Service and an essay examination scored by California State University and College faculty, is analyzed in this report. After a short preface, the first section of the report contains a summary and fact sheet describing the test, its results, and studies being undertaken to examine the results. The next section recounts the actual administration of the test. The section on the examination's two essay questions consists of two subsections, each containing a report from the question leader, the question itself, the directions to graders, and six sample student papers. Section four describes the data processing procedures used to collect, analyze, and disseminate and preserve the data from both parts of the examination. Section five presents a statistical report on the examination scores, while section six presents the results of the first year of a 5-year follow-up study. The report's seven appendixes cover a variety of topics including budgets, use of external media, and issues for faculty in equivalency testing. (JL)

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COMPARISON AND CONTRAST

THE 1975 CALIFORNIA STATE UNIVERSITY AND COLLEGES FRESHMAN ENGLISH EQUIVALENCY EXAMINATION

EDWARD M. WHITE
DIRECTOR OF THE PROJECT
FOR
THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

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PREFACE

This report describes the third administration of the California State University and Colleges Freshman English Equivalency Examination. The development and initial implementation of the program are fully described in the first edition of Comparison and Contrast, which describes the 1973 program. The further development of the program in 1974 is described in the 1974 volume, also entitled Comparison and Contrast. Since this 1975 volume will not repeat material already published in the first two reports, anyone seeking a full account of the development of this program should acquire the earlier two volumes from the Office of the Chancellor, California State Universities and Colleges.

Since the 1975 examination was, in most respects, a repeat of the 1974 examination, the following report goes into detail only when new problems or new solutions occurred. This report does contain new material on essay test development; it also contains the essay questions that were used in 1975, the criteria for scoring, and six sample papers at the different score levels for each question. It also contains, on the request of the English Council, a theoretical statement about credit by evaluation, an issue of much concern to faculty and students (Appendix D). Yet another section which may be of particular interest to those who have been following previous reports is a preliminary report on the extensive follow-up studies on the 1973 test group.

The English Equivalency Examination program has been made possible through the continued financial support of the Fund for Innovation and Improvement in the Instructional Process of The California State University and Colleges. This year, for the fourth consecutive year, all administrative, publication, and essay examination expenses have been covered by a grant from this fund.

Finally, those who are interested in the relationship between objective and essay testing will be interested to notice an ironic finding that has emerged over the three year history of this examination program. The test has been designed to yield a combined score (objective and essay) in order to insure that essay scores--traditionally unreliable--would be linked to the reliable scoring scale established by the Educational Testing Service objective examination. In practice, the very careful and reliable essay grading has served to compensate for an error in scale equating among different forms of the ETS objective examination. Since one major professional goal of this program has been to validate essay testing for large-scale measurement, it seems possible to claim that this goal has been accomplished.

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I

SUMMARY AND FACT SHEET

The 1975 English Equivalency Examination proceeded smoothly, following, in general, the precedents established during the first two administrations in 1973 and 1974. Enrollment continued to decrease, but English faculty remained concerned about possible staffing implications of such a large program; some administrative problems, most particularly essay test development, received new attention and new solutions; the success of this faculty-developed testing program led the California State University and Colleges Chancellor's Office to seek ways of expanding such a program to other disciplines and to general education areas. Thus, the overall picture emerges of an ongoing program continuing to develop new approaches where necessary, and continuing to suggest important implications for testing and for education in general.

The test was completed by 3,303 applicants for credit on May 3, 1975 (1973: 4,072; 1974: 3,639). The objective part, the CLEP Subject Examination, Analysis and Interpretation of Literature, was graded by the Educational Testing Service, and showed very little change in score distribution from the last two years. The essay test was scored by 42 California State University and Colleges faculty at the controlled essay reading at Kellogg-West, June 14-18, 1975. In addition to the test papers, readers also scored 154 essay tests written by San Francisco State freshmen, and 99 essay tests written by CSU, Long Beach juniors. Guest readers working were from the University of California, and the University of Redlands; ETS contributed two consultants; Mr. Robert Bradley, test officer at California State Polytechnic University, Pomona, was in charge of the statistical operation.

Once again the controlled reading achieved an extremely high rate of consistency among the readers. The essay test showed a rather higher average score than last year's group achieved, probably because the essay questions were more carefully developed to elicit a wider range of responses.

The essay scoring followed closely the pattern of previous years. The four independent readings on a six-point scale were added, to yield a single essay test score on a scale from 0-24. Essay total scores of 14 or above, when combined with passing scores on the machine-scored test, allowed a student to pass. A student scoring 13 on the essay test could only pass if the score on the other half of the test was very high: 78th percentile for the test group, a score equal to the 65th percentile for the national norm group. The higher essay test scores led to a slightly higher pass rate this year, in comparison to last: 29.7% (1973: 33.5%; 1974:

28.5%). This year 981 students passed (1973: 1,363; 1974: 1,036).

Meanwhile, two studies underway as this report goes to press will have large implications for the future of the program. The extensive follow-up study of the 1973 test group, 81% of whom enrolled on a CSUC campus, should give definitive answers to the questions a large-scale equivalency testing program raises for a state university system--in particular to the question of how students gaining credit differ in their course plans and grades from those not gaining credit. The staffing, financial, and educational implications of this study are obviously important: preliminary findings appear in Chapter VI.

A second study, largely emerging from the English Equivalency Examination program, is in the hands of a Task Force appointed by the Chancellor to examine the whole question of student writing skills in the CSUC system. After a discussion of the unimpressive showing of college students on this test, the English Council, at its Fall 1974 meeting, resolved to request the Chancellor to appoint a Task Force; this resolution, embodying as it did widespread concern over the level of writing skills among college students, gained endorsement from all segments of the CSUC community (including the Board of Trustees), and the Task Force has been actively pursuing its charge. It is possible that recommendations will develop that may influence the course of English testing on a very large scale.

The 1976 English Equivalency Examination will be offered May 1, 1976, and the essay portion will once again be scored by CSUC faculty in the middle of June. Funding for a 1977 examination is included in early versions of the new state budget. It appears that this new program has established a regular place for itself in California higher education.

1975 ENGLISH EQUIVALENCY EXAMINATION FACT SHEET

Test Date:	May 3, 1975
Test Used:	CLEP Subject Examination, Analysis and Interpretation of Literature (90-minutes) in combination with Two 45-minute essay questions prepared by CSUC English faculty (90-minutes)
Number of Candidates:	3,303
Number Passed:	981
Percentage Passed:	29.7%
Number of Semester Credit Units Earned	5886
Scoring Data:	
Minimum Passing Scores:	
Objective Part:	45 (CLEP scale) (achieved by 60.7%)
Essay Part:	13 (out of a possible 24 points; equivalent to 46 on the CLEP scale.) (achieved by 50.1%)
Combined Score:	99 (49 objective + 50 essay, each on the CLEP scale.) (42.2% achieved 49 or better on the objective test, and 34.8% achieved 50 or better on the essay test)
Mean and Standard Deviation:	
Objective Part:	
Mean:	47.180
Standard Deviation:	9.069
Essay Part:	
Mean:	45.291
Standard Deviation:	8.693

Combined Score:	
Mean:	92.472
Standard Deviation:	15.402
Statistical Data:	
Correlation between CSUC Essay and CLEP Objective Tests:	.5037
Reliability:	
CLEP Test:	.88
Essay Test:	.69 ± .14
Composite Score:	.86 ± .04
Essay Reading:	
Number of Readers:	44 including 2 guest readers
Number of Colleges Represented:	All 19 CSUC Campuses plus UCLA, and the University of Redlands
Grading Scale:	6 point
Number of Readings per Test:	4 (2 independent readings for each question; additional readings to reconcile discrepant grades)
Total Essay Readings:	Approximately 15,100
Weighting and Scaling:	The essay score was converted by the equipercentile method to the CLEP scale (20-80), and the scores on both parts of the examination were added. Each part received equal weight.

II

ADMINISTRATION OF THE TEST PROGRAM

Once again, Dr. Edward M. White, California State College, San Bernardino, and Dr. Richard W. Lid, California State University, Northridge, served as directors of the test program; they performed in the same capacities as they did in 1973 and 1974.

Coordination of test administration again took place through the test office of California State University, Long Beach under the direction of Dr. Rick Cantey. A new test manual was prepared by Ms. Betsy Barlow of the Educational Testing Service in Princeton, and the administration of the test went smoothly.

The actual conduct of the examination was changed in one important way. Instead of dividing the test into two sections separated by a lunch break, the suggestions of test officers were followed and the entire examination was conducted in the morning. There were no student complaints about the intensity of the three hour testing process and the test officers found that this distribution of time was far preferable for test administration purposes.

A further refinement of the administration of the program developed from a suggestion by Mr. Robert Bradley, test officer at Cal Poly, Pomona, who served as the chief statistician for the project. Among improvements to the computer program was a system that produced mailing labels for the students who passed and a separate kind of label for those students who did not pass. This improvement allowed us to speed up the notification process, and removed the inaccuracies which occurred in the past from hand sorting the pass/no-pass letters to the applicants for credit by reference to scores on rosters. Thus, in 1975, the pass and no pass letters were ready to be mailed to all 3,303 students within 24 hours of the end of the essay grading process. The continued improvement in the handling of test materials that has been made possible through the advice, support staff, and equipment on the Cal Poly, Pomona, campus have been substantially important to the efficiency of the entire program.

The registration information form that was used in 1975 was similar in most respects to that used in previous years and to the 1976 form reproduced below in Table II-1. Since the College Level Examination Program is no longer requesting use of this registration form, it has been possible to revise the information requested on this form to correspond more exactly to our own purposes.

Item 15 on the registration form was put into machine-readable form by the Office of Institutional Research in the Chancellor's Office, and every high school that received registration forms was offered summary statistics on how its students performed. Approximately 200 high schools requested this information. It is an open

question whether the summary statistics sent to these high schools assisted them in improving the preparation of students for the next English Equivalency Examination, or simply discouraged them from sending students to take the examination, since in general, the students from schools which requested the summary statistics performed poorly.

For the first time in the development of the examination program, the norm sample seemed to reflect what actually goes on in the college classroom. The sample papers from the San Francisco State freshman classes were gathered under the careful supervision of Professor Cliff Josephson, Assistant Chair at San Francisco State; the sample papers of upper division students from California State University, Long Beach, were collected under the careful supervision of Professor Ed Borowiecz, Director of Composition at CSU, Long Beach. The essay scores achieved by the State University students in the norm sample for the first time actually support the claim of the examination program that college level standards are being used in the scoring of the student essays. (See Tables V-1 to V-5 and discussion in Chapter V.)

The most important advance in the administration of the test occurred in the field of essay test development. Last year's report (pages 12-14) pointed out certain problems in the development of the essay questions that led to difficulties in the scoring of the essays. After consultation with Mr. Evans Alloway, of the Educational Testing Service, Princeton office, we decided to devote new energies and new funding to essay test development. Early in the Fall of 1974, two essay test committees were appointed, one based in northern California under the leadership of Professor Rex Burbank, San Jose State University; the other in the southern part of the state under the direction of Professor Henry Van Slooten, California State University, Northridge. Working with Professor Burbank were Professor William Robinson, San Francisco State University; Professor Lennis Dunlap, California State University, Chico; and Professor James Frey, California State University, Fresno. Working with Professor Van Slooten were Professor Richard Suter, California State Polytechnic University at Pomona; Professor Eileen Lothamer, California State University, Long Beach; and Professor Robert Hodgman, California State University, Los Angeles. These committees developed essay questions during the course of the fall term, and assigned them to freshman composition sections on their own campuses for pretesting. Following pretesting, grading sessions were held by the committees; careful assessment of scoring reliability and grade distributions for each proposed question then took place. By the time the essay questions were ready for printing, the committees were confident that the questions would accurately reflect the students' ability, and that these questions contained no ambiguities or other problems that would lead to difficulty in grading. The results of the grading session in June demonstrated the value of the essay test development procedure. The questions worked very well, most particularly in allowing excellent students to show how well they could perform without distractions or confusion.

TABLE II-1

A Head-Start at College

1976 CALIFORNIA STATE UNIVERSITY ENGLISH EQUIVALENCY TEST
(In cooperation with the College-Level Examination Program)

If you have acquired – in school or on your own – college level skills in English, you can now receive two terms of college credit at any campus of The California State University and Colleges by passing the English Equivalency Test described below.

The test is in two parts: ninety minutes of objective testing of your ability to analyze and interpret literature, and ninety minutes of essay writing on various topics. If you perform as well on the test as the average student finishing the college English course – and many able high school or adult students can, if they have done enough reading and writing – you will pass.

You risk only the $20 test fee and about three hours of testing time. If you pass, your name will appear on a list sent to each of the nineteen California State University and College campuses. No reports of your score on the test will be sent by the English Test Center to any school or college. You will receive your score on the objective section and a separate notification of whether or not your combined score is passing.

If you think you have a reasonable chance of passing, the English professors of The California State University and Colleges urge you to take the test. You should take advantage of this opportunity to begin your college English studies at an appropriate level, receiving college credit for what you have learned, while saving time and money.

12

TEST DATE:	Saturday, May 1, 1976
TEST LOCATION:	All campuses of the State University and College system (see back page of registration form)
REGISTRATION CLOSES:	Friday, April 9, 1976

Registration Form

1976 CALIFORNIA STATE UNIVERSITY ENGLISH EQUIVALENCY TEST

(in cooperation with the College-Level Examination Program)

DO NOT WRITE IN THIS SPACE

1. NAME PRINT your last, first, and middle names in these spaces — LAST NAME (one letter to a box) | FIRST NAME | MIDDLE NAME

2. SIGNATURE — *Write name in usual manner as if signing a business letter*

3. SOCIAL SECURITY NUMBER

4. SEX Male 1 ☐ Female 2 ☐

5. DATE of BIRTH — MONTH | DAY | YEAR

6. HEIGHT — FT | IN

7. WEIGHT — LBS

8. EYES — COLOR

9. HAIR — COLOR

10. DAYTIME TELEPHONE NUMBER — AREA | EXT

11. ADDRESS AT WHICH YOU WANT TO RECEIVE YOUR SCORE REPORT (leave blank box where a space would normally appear)

YOUR NUMBER AND STREET *(Abbreviate if necessary)*

YOUR CITY AND STATE *(Abbreviate State)* | ZIP CODE

12. EDUCATIONAL LEVEL

1 ☐ H.S. Student
2 ☐ College Freshman
3 ☐ College Sophomore
4 ☐ College Junior
5 ☐ College Senior
6 ☐ Other

13. NOTE:

In submitting this form the candidate agrees to have his name included on the list of those who have passed and sent to The California State University and Colleges. This list will also be sent to other educational institutions at their request, and used for public recognition of those who pass. If you do not want your name included for these latter purposes, check this box: ☐

14. TEST CENTER See List of Test Centers on back page

CENTER NUMBER | INSTITUTION | CITY | STATE | ZIP CODE

15. SCHOOL NOW ATTENDING: _____ **CITY** _____

16. EDUCATIONAL PLAN FOR FALL 1976

☐ None Campus: _____ Prospective Major: _____

IMPORTANT:

1. Registration cannot be accepted without the test fee.
2. Cut along dotted lines and send this form and the fee TO THE TEST OFFICER AT THE COLLEGE OR UNIVERSITY CENTER WHERE YOU WISH TO TAKE THE TEST.
3. Enclose with this registration form a $20 check or money order payable to COLLEGE ENTRANCE EXAMINATION BOARD. Do not send cash.
4. **Registration must be received at the test center by April 9, 1976.**

Questions & Answers on the California State University English Equivalency Test

Q How is this test different from tests related to college admission?

A You probably have taken *admission* tests, which help colleges decide who gets in and who stays out. This test is an *equivalency* test; its only purpose is to grant college credit to students with college-level knowledge. It will not affect college admission, but will give those who pass a head-start at college when they arrive.

Q What should I bring to the test?

A Be sure you have with you:
1. Identification, such as a driver's license.
2. Two or three No. 2 pencils for the objective test.
3. Pens for writing the essays.

Q I am taking the Advanced Placement English test. Should I take this test too?

A Why not? It will improve your chances of gaining college-level credit for what you know. But even if you pass both tests, you cannot receive more than two terms of English credit.

Q How will I find out the results?

A You will receive two separate scores. The first will be from the College-Level Examination Program, and will give you your score on the objective test. The second report will be from the English Test Center, and will tell you if your combined score (objective and essay) is passing.

Q Will the University of California accept the results of this test?

A The University of California granted credit in 1973,1974 and 1975. Watch for announcement of 1976 UC policy.

Q Suppose I don't plan to enter college this fall?

A Lists of those who have passed will be retained for five years.

Q Suppose I decide not to go to one of the California State Universities or Colleges?

A Every college and university has its own policy on granting credit. After you have received your objective test score, you will be able to ask the College-Level Examination Program to send a copy of this score to whatever institution you designate (for a $2 fee), and some schools may grant credit for some scores. But, if you pass the entire test, your name will automatically be sent to the nineteen California State University and College campuses, all of whom will grant two terms of credit.

Q How hard is the objective test?

A Since the test is designed to be fair to people who have been prepared in different ways, no one is likely to be able to answer *every* question. For example, at the conclusion of *appropriate* courses at 17 colleges, the typical "A" student answered approximately 66 percent of the questions correctly, while the typical "C" student on the average answered approximately 51 percent correctly.

Q Where can I take the test?

A You can take the test at any one of the nineteen campuses of the State University and College system (see the list on the back page). This location should be the most convenient one for you; *it need not be the campus at which you plan to enroll*. When you complete the registration form, designate the college location at which you wish to take the test. On May 1, at 8:30 a.m. go to the room at that campus on the list on the back page.

Q Do I need to give you my Social Security number on the Registration Form?

A Your Social Security number will be used to make sure that you are not confused with another student with the same or a similar name. The number is used to bring the scores of the two parts of the test together, and to ensure your proper identification on the list of those passing the test. If you do not wish to have your Social Security number used this way, a proctor will assign you a test number for the same purpose on the day of the test, at your request when you check in.

KEEP THIS TO REMIND YOU OF THE LOCATION OF THE TEST
(Fill in after completing registration form)

TEST DATE: Saturday, May 1, 1976

TEST TIME: 8:30 a.m. – 1:00 p.m.

REMEMBER: You cannot take the test unless your registration form is received at the college test center by April 9, 1976

PLACE: Room _____ Building _____

California State University (College) _____

_____

Q What will be on the objective test?

A Approximately 100 multiple-choice questions. All the questions are based on passages supplied in the test, and the passages have been so selected that no previous experience with them or knowledge of their background is required to answer the questions. The passages are taken from nineteenth and twentieth century American literature and from each of the major periods of English literature from the Renaissance to the present.

Q How do I gain credit if I pass?

A Simply present at registration the report from the English Test Center, if you enroll in one of the California State University or College campuses. The Office of Admission will check your name against a master list, and the credit will be entered on your record. That's all there is to it.

Q Suppose I fail?

A You can't "fail." No one should feel bad for not learning on his own before college what most people learn in college. Those who do not pass will be in the same situation as the vast majority of college students, who learn college level material in college classes. It would be ridiculous to call that "failure."

Q How do I register for the test?

A Fill out the registration form, enclose a check or money order for $20 (payable to the College Entrance Examination Board), and send it to the test officer on the campus at which you wish to take the test. This completes your registration; no admission ticket will be sent to you.

Q Suppose I change my mind before the test. Can I get my $20.00 back?

A Your test fee payment will be returned if, by April 23, you notify the test officer who accepted your form. The test center may impose a service charge for cancellation. EXCEPT FOR EXTRAORDINARY CIRCUMSTANCES, NO REFUND CAN BE MADE AFTER APRIL 23.

Q Should I take the test?

A You be the judge. You have much to gain and very little to lose. You may wish to talk with your English teacher (if you are still in school) or a counselor. If you can read literature with understanding, and write good essays, you ought to take advantage of this unusual opportunity to get a head start in college. In 1973, 1974 and 1975, about 11,000 students took this test, and about one-third of them passed.

Test Centers

College Name and Address	Center Number	Send Registration Materials to:	Report at 8:30 a.m. May 1, 1976 to:
L. A. Area			
CSC, Dominguez Hills 1000 E. Victoria St. Dominguez Hills, Ca. 90747	4098	Mr. Robert Moody Test Officer	J-146 Small College
CSU, Fullerton 800 N. State College Blvd. Fullerton, Ca. 92634	4589	Mr. Howard Morton Test Officer	Science Bldg. Central Corridor
CSU, Long Beach 6101 E. Seventh St. Long Beach, Ca. 90840	4389	Dr. William Abbott Chief Test Officer	Sci. One Bldg. Room 141
CSU, Los Angeles 5151 State College Dr. Los Angeles, Ca. 90032	4399	Dr. Wayne Zimmerman Test Officer	Main Cafeteria
CSU, Northridge 18111 Nordhoff Street Northridge, Ca. 91324	4707	Ms. Phyllis Shaffer Test Officer	Sierra Hall South 102
California State Polytechnic University 3801 W. Temple Ave. Pomona, Ca. 91768	4082	Mr. Robert Bradley Test Officer	Library
CSC, San Bernardino 5500 State College Parkway San Bernardino, Ca. 92407	4099	Ms. Dianne Irwin Psychometrist	Physical Sci. 10
S. F. Bay Area			
CSU, Hayward 25800 Hillary St. Hayward, Ca. 94542	4011	Mr. Robert Trinchero Test Officer	Admin. Bldg. First Floor Lobby
CSC, Sonoma 1801 E. Cotati Ave. Rohnert Park, Ca. 94928	4723	Mr. Gerald J. Alves Director of Testing Services	Field House
San Francisco State University 1600 Holloway Ave. San Francisco, Ca. 94132	4684	Mrs. Ruth Murray Coordinator, Testing Center	HLL Building 104
San Jose State University 125 S. Seventh Street San Jose, Ca. 95192	4687	Dr. Mara Southern Testing Director	Moorhead Hall (formerly Centennial Hall) Corner of 6th and San Fernando
North Area			
CSU, Chico Chico, Ca. 95929	4048	Mr. Donald Graham Test Officer	Admin. Bldg. Southwest Corner
Humboldt State University Arcata, Ca. 95521	4345	Dr. James Cunningham Test Officer	Testing Center
Central Area			
CSC, Bakersfield 9001 Stockdale Hwy. Bakersfield, Ca. 93309	4110	Mr. Willis Hill Test Officer	Lecture Bldg. Room 100
CSU, Fresno Shaw and Cedar Aves. Fresno, Ca. 93740	4312	Dr. Roger Bailey Coordinator, Testing Services	Speech - Arts Bldg. Little Theater
CSU, Sacramento 6000 J Street Sacramento, Ca. 95819	4671	Ms. Hazel Johnson Test Officer	Douglas Hall Lobby
California Polytechnic State University San Luis Obispo, Ca. 93407	4038	Ms. Clara Froggatt Testing Office	Admin. Building 211
CSC, Stanislaus 800 Monte Vista Ave. Turlock, Ca. 95380	4713	Dr. J. J. Beamish Director of Testing	Room C-106
South Area			
San Diego State University 5300 Campanile Drive San Diego, Ca. 92182	4682	Mr. Michael Irwin Test Officer	Old Library Room 202

Additional registration forms may be obtained from the Department of English, California State College, San Bernardino, Ca. 92407, phone (714) 887-7493

One important conclusion from this procedure is that any large-scale essay testing program must be prepared to spend both time and money on the development of essay test questions. No matter how excellent a question may appear to a group of English professors, it may only be considered to be a good essay question after it has been pretested on real students and the resulting essays have been read carefully by trained readers; these readers then can judge whether a full and accurate range of scores is being elicited by that question, and whether reliable scoring of the essays is possible.

Partly as a result of the improved essay questions, the essay scores achieved by the self-selected applicants for credit showed an important improvement over those obtained by students last year. The reading reliability coefficient of .83 is extremely high. In addition, the accuracy of the essay grading helped us to discover an inaccuracy in the ETS method of equating the scales of the two forms of the objective test. (See section VIII of Chapter V.) It is appropriate to say at this point that the essay grading system developed by the English Equivalency Examination has become a highly reliable form of test scoring.

The most disappointing aspect of the 1975 test program was the decline in the number of students choosing to take advantage of it. For the second year in a row, an approximate 10% decline in registration took place. It remains hard to understand why the decline in enrollment has continued. Certainly in 1975 an extensive publicity campaign was undertaken in order to make sure that students who could profit from the examination program would find out about it. (See Appendix C). Perhaps the announced pass rate of approximately one-third discouraged weaker students from applying to take the test, but since the performance rate for the entire test group has remained about the same for three years this explanation is not very convincing. A more likely explanation might relate to the general decline in high school English programs at the junior and senior level, as well as the generally declining literacy rate in the population as a whole (as measured by standard test scores). Whatever the reason, the decline in the number of students taking the English Equivalency Examination is a depressing statistic and one which the directors of the program will continue to seek to reverse.

The ad hoc committee on English testing appointed by the executive committee of the CSUC English Council reported to the fall 1974 meeting its analysis of the test program and its proposals for the 1975 examination. This report (Table II-2) was carefully discussed by the Council, which continues to keep a close and appropriately careful watch upon the test program and its implications for English programs throughout the state system. The resolutions included in the report were passed unanimously at that Council meeting, after a full discussion of possible staffing effects and theoretical issues, particularly in the light of the

TABLE II-2

REPORT OF THE AD HOC COMMITTEE ON ENGLISH TESTING
TO THE ENGLISH COUNCIL

The Ad hoc Committee on English Equivalency Testing reaffirms its report of November 15, 1973:

"The ad hoc Committee on English Equivalency Testing unanimously recommends that the English Council continue the supervision and administration of the English Equivalency Test.

The Committee further recommends the continuation of the present two-part structure of the examination: an essay component and an objective component.

The Committee further recommends that the choice of essay topics be left to the discretion of the committee charged with administering the examination and that the use of the Analysis and Interpretation of Literature be retained as the objective instrument.

Following a question-by-question analysis of this instrument and the Freshman English Test, a possible alternative, the Committee recommends continued use of the Analysis and Interpretation of Literature for the following reasons:

1. The Analysis and Interpretation of Literature has a unity of focus that the Freshman English Test conspicuously lacks.

2. Although a literature test, the Analysis and Interpretation of calls for appropriately close textual reading rather than for specific information about a body of literature.

3. The Analysis and Interpretation of Literature contains fewer disputed items than does the Freshman English Test, i.e., questions that gave rise to objections by members of the Committee.

4. The range and variety of items makes the Analysis and Interpretation of Literature a truly representative literature examination.

5. The Analysis and Interpretation of Literature admirably complements the essay portion of the examination.

6. The inclusion of a literature component in the examination encourages the teaching of literature in the high schools.

7. The Analysis and Interpretation of Literature is a suitably rigorous examination.

8. The experience of the first year shows that the Analysis and Interpretation of Literature works for our student population:

it discriminates at all levels and produces a good spread of scores.

9. As a test of literature, the Analysis and Interpretation of Literature seems fairer than an essay test on literature.

10. The Analysis and Interpretation of Literature is psychometrically sound.

The Committee recommends the official reappointment of those who administered the Examination this year. They are willing to serve; and can bring valuable experience to the job.

The Committee further recommends that the practice of awarding a six-unit block of credit to students who pass the examination be continued and that pressures to award partial credit for passing one component be strongly resisted.

Finally, the Committee recommends that the English Council call upon the Chancellor to provide full funding for the administration of the Examination, as well as for the continued study and evaluation of the Examination."

In addition, the Committee recommends that the English Council recognize the adverse criticism of the English Equivalency Examination and consider making a formal response:

1. To the charge that the test offers six units of "cheap" credit, the Committee recommends no formal response beyond the annual report on the California State University and Colleges English Equivalency Examination (1974) prepared by Edward White. That this charge is without foundation is made abundantly clear by that report.

2. To the charge that the standards for passing the test are too high and that as a result too few candidates receive credit, the Committee recommends a formal response in which the English Council

   A. Recognizes that the grading standards for the English Equivalency Examination are more rigorous than those

used for final examinations in freshman English in the System of California State University and Colleges.

B. Further recognizes that the symbol system used in grading final examinations in freshman English is affected by a variety of elements absent from the grading of the English Equivalency Examination, including the personal knowledge on the part of the instructor of a given student's work throughout a semester and the recognition and rewarding of students' progress.

C. Further recognizes that since the System of California State University and Colleges employs no such screening device as the Subject A Examination used by the University of California and does not fund instruction at the remedial level, all freshman composition students, regardless of level of competency, are forced into a single course of instruction. The existence of various levels of student competency, the inadequacy of preparation of students by the secondary schools of the State, and the large size of composition classes all contribute to the difficulty of maintaining grading standards in our freshman composition program.

Finally, the Committee recommends that the English Council support the standards used in grading the English Equivalency Examination as the standards of the profession and request that the Office of the Chancellor and the State Legislature provide funding to allow the use of similar

standards in our freshman composition program. Such funding should provide for

1. The use of a screening process involving an instrument similar to the Subject A Examination.
2. Remedial programs in English with particular regard to the needs of minority students.
3. Reduction of the size of freshman composition classes.

AD HOC COMMITTEE ON ENGLISH TESTING:

James Clark
California State University, San Jose

Clifford A. Josephson
California State University, San Francisco

Vernon T. Hornback
California State University, Sacramento

Lennis C. Dunlap, Jr.
California State University, Chico

FOR THE COMMITTEE: Lennis C Dunlap Jr.
Lennis C. Dunlap, Jr.

follow-up studies on the 1973 examination. Dr. Leon Thomas, Associate Dean of Institutional Research, Office of the Chancellor, came to the spring 1975 Council meeting to present the initial results of these studies, and to respond to questions.

One of the major claims for this examination program is that it is directed and developed by active teaching faculty in the field and, hence, can remain flexible and responsive to changes in the field itself. It is therefore very important that reports continue to be made to the English Council and that the Council carefully monitor the development and administration of the program. The fall, 1975 English Council reaffirmed its interest in the program by approving the 1975 Test Committee report (see Table II-3) which suggests that campus English departments follow the lead of Sonoma State by using the test to "improve relationships and communication between our departments and the high schools". Only through continued participation by the English Council will the test continue to have the confidence of the English faculties throughout the system and continue to deserve that confidence.

TABLE II-3

REPORT OF THE TEST COMMITTEE ON THE 1975 CSUC ENGLISH EQUIVALENCY EXAMINATION

The Test Committee of the English Council presents the following report on the 1975 English Equivalency Examination together with a discussion of the theoretical and practical issues involved in English equivalency testing by Edward White.

Administration. The mechanics of the 1975 examination remained unchanged from those of previous years. Students were required to write two forty-five minute essays, the first informal and personal, the second a comparison and contrast response to two literary passages, and to take the Analysis and Interpretation of Literature examination developed by Educational Testing Service. New essay questions are developed each year for this examination, and the two forms of the E.T.S. test are used in alternating years. The essay portions of the examination are read and scored by faculty from the CSUC system, with the addition of a few guest readers from other colleges and universities, under the overall direction of Edward White and Richard Lid. Each essay receives two readings by different readers who score it on a scale of 1 to 6. The Analysis and Interpretation of Literature examination is scored by computer.

Reader Selection. In 1975, thirty-six readers, six table leaders, and two question leaders were chosen to do the readings. Of the thirty-six readers, thirty-four came from the CSUC faculties and two were guests. In order to introduce the examination to as many faculty as possible, while still maintaining continuity with the past, the directors seek each year to have about 30 percent new readers. In addition, they try to see that each campus is represented in a rough proportion to the size of its English department. The upshot of these problems is that individuals who are excellent readers may be invited to only one reading. Some hostilities have broken out over the issue of re-invitations, but the villain is mathematics rather than reader competence. The latter has been, year in and year out, extraordinarily high and consistent.

Question Development. The only significant change in this year's English Equivalency Examination over those of previous years was that greater effort was put into developing the essay questions. Two committees were formed, one in Southern California to formulate question one, the other in Northern California to develop question two. The procedure used was to develop several alternatives for each question, test them on students, choose the one that seemed best to discriminate among thinking and writing abilities across the whole 1 to 6 scale, refine it if necessary, and test the refined version. Thus, the Northern California committee decided initially on four questions, tested them in composition classes at Chico, Fresno, San Francisco, and San Jose, found that one worked significantly better than the others, rewrote it slightly, and tested it again on a campus other than the one where it had first been tested. When the results of the second testing showed that it again worked well across the grading spectrum, the committee could be sure that it had a good question.

The Analysis and Interpretation of Literature examination for the machine-scored portion of the test was originally chosen in 1973 after a committee of the English Council made an exhaustive, question-by-question survey of the available tests. The superiority of this examination to the others available was confirmed this year by a sub-committee of the Chancellor's Task Force on Literacy assigned to look into diagnostic and placement tests relevant to English composition and reading.

Pre-Test Publicity. This continues to be a problem. Although Ed White annually makes herculean efforts to get the word out, many students who might wish to take the examination do not hear of it. Sonoma State has established, Ed feels, the best method of getting the examination properly publicized, a method which can also have some excellent fringe benefits for English Departments. Sam Bullen, chairman at Sonoma, and Gerry Alves, Sonoma's Testing Director, arranged for Ed to meet with high school teachers from the area served by the college for an explanation and discussion of the test. About thirty-five teachers attended the meeting, many of them driving in from considerable distances, and the affair was a great success. Such meetings on other campuses would serve not only to publicize the examination but to improve relationships and communication between our departments and the high schools. Specifically, it might give English departments an opportunity to suggest to high school teachers and counselors English courses that those who pass the examination would find valuable in their first year at college. (Then again, it might not.) In any event, Ed is prepared to attend similar meetings on other campuses this spring if they can be scheduled during the last three weeks of March. Department chairs who are interested should contact him now.

Follow-up Studies. Computers and statisticians are still digesting their figures on passes and fails from previous years. These will be ready for spring meeting in San Diego.

III

THE ESSAY TEST

The following report was prepared by Dr. Henry Van Slooten, question leader for Question #1.

Summary Report on Question #1

This year Question 1 and the directions for scoring it were developed by a committee of four state university faculty members (Robert Hodgman, Los Angeles; Eileen Lothamer, Long Beach; Richard Suter, Pomona; and Henry Van Slooten, Northridge) who were the table leaders and question leader when the question was read.

The committee met first in October at Cal State Los Angeles. Each committee member brought to the meeting one question similar to those given during previous years. At the meeting, the questions were discussed and it was agreed that three of them would be pre-tested on each of the three campuses. The committee agreed to meet again in January to decide which of the three questions seemed to function most effectively to produce a full range of student responses. As in previous years, the six-point scale was to be used.

At the January meeting a form of the question later to be used was selected, but the committee agreed to retest it in two revised forms on each of the campuses and to meet again in March to decide on its final form and to develop directions for scoring it. At the final meeting the question was refined to the form in which it was presented to students in May. After a mini-reading of papers brought to the meeting from the four campuses, the directions for scoring it were developed. At a later meeting in April, I met with Richard Lid and Edward White, the co-directors of the examination, to revise the directions for scoring the question to try to insure the greatest possible consensus among readers when the question was read in June.

After the examination was given to students in May, I read through a number of the responses to Question 1 and selected about twenty papers to serve as samples showing the full range of scores. Copies of the samples were sent to the other three members of the essay committee with the request that they read them, making careful use of the directions for scoring the question, and that they have scores for each of them for the meeting of table leaders which preceded the reading scheduled to begin Saturday afternoon, June 14th. Thus, when the readers of Question 1 began to read, it was hoped that an early consensus of scoring papers of similar quality could be reached.

For the most part this hope was realized. Use of the samples and the directions for scoring, along with the fact that all of the table leaders and three-fourths of the readers were experienced,

helped to get papers of similar quality to be given similar scores. Some readers did feel however that, followed too rigidly, the directions for scoring could cause readers to reward mechanically written papers and penalize those that displayed greater imagination in handling a writing problem. All readers were assured by the question leader that the directions for scoring were not intended to supersede the authority that they as experienced readers of composition brought to evaluating the effectiveness of responses to the question. Consensus was thereafter achieved with less direct reference to the directions for scoring and with more polling of the readers for scores.

As in previous readings, responses to Question 1 were scored twice, or, where discrepancies of two or more scores occurred, three times. The three table leaders, each with five or six readers at his or her table, spot-checked the scoring of each reader as the reading progressed. Their scoring was checked by the question leader. The effectiveness of the question or of the group scoring of it was shown in the fact that the range of scores was greater than that for last year's Question 1 and that there were many fewer discrepancies of scores on the first two readings. A great deal of credit for the success of the reading must, of course, go to the readers, a very dedicated and sincere group who never lost sight of the important fact that students who had written the responses believed that those responses would be read as deliberately and scored as fairly as possible.

The question seems to have posed a difficult problem for the unwary writer, calling as it did for thoughtful assessment of the meaning of experience that he was the center of. For readers it proved, in four full days' time, to be wearing. Perhaps a question making use of personal experience, but directed more away from self, would produce more varied responses that would tax the endurance of readers less.

Henry Van Slooten
June 21, 1975

Question 1. The following question was distributed to all students:

> We are all made up of many selves. Describe some of your various selves--for example, food checker at a supermarket, big brother to a foster child, sole wage-earner in a large family, etc. How different are those selves? What do they have in common?

The following directions for scoring were distributed to all readers engaged in the grading of question 1.

> The student should be rewarded for what he does well in response to the question. Here the student is set a three-fold task: to describe some of his selves, to show how those selves are different, and to comment on what they have in common. He is told to think about the question and plan his response.
>
> Note that the question asks for a comparison-contrast commentary beyond mere description, simple autobiography, or generalizations about personality. Responses that do not go beyond such description, autobiography, or generalization should not ordinarily receive scores above 3.
>
> An extremely well-written response may be scored a point higher than it would be scored on the basis of content alone. A poorly written response may be scored a point lower.

Possible Scores:

6 A superior response will describe two or more selves and state differences and similarities clearly. Though it may have occasional faults, it will be well-organized, well-detailed, and generally well-written.

5-4 These scores will be useful for a well-handled paper which is weak in one or two characteristics of the superior response, i.e., description of the selves, or in demonstration of the differences or the similarities, but is otherwise competently written.

3-2 These scores will be useful for the following kinds of papers:
--those in which only two parts of the three-part question are treated;
--those which treat the subject in superficial or overly generalized fashion;

--those which treat the selves only as moods, opinions, etc., instead of as roles.
--those in which the writing exhibits serious weaknesses in structure, syntax, or diction.

1 This score is to be used for papers which show very little understanding of the question or suggest incompetence in structure, syntax, and diction.

* Non-response papers or those which argue with or avoid the question should be given to the table leader.

The following student responses to Question #1 were sample papers used during the reading to illustrate the grades on the 6-point scale:

SCORE OF ONE

Society is made up of many different kinds of people. Everyone lives his own life his own way. Everyone has something in common with somebody else but then again everyone is different from the rest.

Take for example, the ideas of life of the average person, sure there are differences but don't they all basically have one thing or another in common? Aren't the ideas of a happy, comfortable life the same for everybody? Doesn't everybody in all walks of life from the gas station attendant to the banker strive for the goals of life in his everyday scheme? The things we have in common are endless when one considers that we are all human beings all in the same place all working toward our goals in life.

But then on the other hand everyone no matter how close his relationship may be to his fellow brother is completely different from him. Everyone plays a different role in society.

SCORE OF TWO

A family member, a student, an employee, just one in a crowd, an individual with many needs and desires, I am all of these, Someone who is an integral part of a family unit, and cares about other members of the unit. A son, that respects the views, needs, and desires of his parents, and is glad to try to live up to their expectations. A brother who competes, fights, and

cares about an older sister. This role as a family member is my most important, because everything else circles around this pivotal.

My life as a student and employee depend greatly on my family. Most of the knowledge, both social and non-social, I know possess came directly from "home", and all other knowledge has its foundations here.

I am only one in a mass of millions, but I can still survive as a individual. During my childhood I was molded into a "unique" personality whoose "unique" interests allow him to be different from everyone else.

Yes I play many roles, but all are based in my home. We come into the world with a blank mind waiting to be written on. The first writing is deepest and all of it comes from our families during our childhoods. So, every we have done or have yet to do has it's basis on our early years in the family unit.

SCORE OF THREE

I am made up of many separate selves. Some of these selves differ to each other, but most of these selves are simular.

Many responsiblities are given to me since I'm am the oldest child in my family. I must play "hawk" to my younger brothers and sisters. I must keep the house in order. One of my responsibilities is to set a good example for them. This responsibility differs from my need to be my own person.

I wish to be my own person with certain restraints put upon me. I would like to do what I want, but when a situation becomes uncontrollable I like a person there to set me on the right tract again. The ideas of being on your own and still having restraints confere with each other, but for me they are a balance.

I am a dominating person. I usually take or have control over a situation. I know what I like and don't like and can change almost anything. I have set opinions of people, places, and things. I'm usually correct in my opinions, but I will change my mind if I'm proven wrong. This domineering self coincides with the self that wants to follow. Very few people have the appeal and qualities in order that I follow. They are rare and far between, but when I find that person, we usually become best off friends. These selves also differ, but they balance each other.

Church plays an important part in my life. My life is completely different when I maintain strong faith. I have self-assurance and self determination. I respect more people and try not put them down for their actions. I become a more complete person. This complete and whole self meshes with my family life, not the responsibility obligation. My church self brings out the love for life and family.

My relationships with my friends are one of the most important individual selves I have. I have a large spectrum of friends ranging from intellecual, to my carousing friends, and to my friends that are not as gifted as others. Without friends a person is nothing. I must always try to be aware of their feelings while overlooking their faults. I have many faults, enough to cover this entire book, I cannot play God and bring judgement on them, as I am sometimes known to do.

I have many individual selves and each one contributes, in its own way to my harmonizing with the world around me.

SCORE OF FOUR

When I was a little kid I didn't have as many selves as I do now. I'm talking about real selves. Sure, I had many imagined selves as a kid but now most of my selves are real.

I use to be daddy and mama's sweet little girl self and then, when they weren't looking, I'd be the shoplifting, bully self who got little kids to jump off the roofs of houses. I played certain roles when in certain atmospheres. As I grew up and the atmospheres changed, my different selves changed. Now I have different selves for every "occasion". I have the schoolgirl self where I sit in class and learn, keep good relations with the teachers and counselors, and be an all around good-guy. Then there's the all American typical teenager self, goody two shoes of course. I wash my car every Saturday, help Mom with the dishes, and don't get into any trouble, except for a ticket now and then.

The self I really like is the self I am when I'm with my friends. I love getting into mischief, but of course we always put on our charming selves to get ourselves out of trouble. I act totally insane and I love it. We do what we want to do without having to worry about what people think. We smoke when we want to, do crazy things, just let ourselves go without getting into

too much trouble. I suppose though that in a few more years my selves will be changing and I might even like the goody-two shoes self better than the one I like now. My selves are different from each other but they also have things in common. They all come from the same place yet I can make them whatever I want them to be and each self needs the others to survive. Or could it be that I need all those selves to survive?

SCORE OF FIVE

We are made up of many selves. Each person is a composite, a combination of a variety of thoughts, ideas, goals and activities. The variety among these partial "selves" may be rather surprising, but they all bond together on one common strand of humanity to create the individual. Each person must learn to feel comfortable with each "self" and not limit himself to extending only a few facets of his being. I have found that sometimes the results will surprise you.

As I grow older, I learn more about myself--actually my variety of selves. There is a self who enjoys being with people and working especially with children. I have had very gratifying experiences teaching Sunday School at my church to nursery school age children. This gives me the chance to give freely of myself, and to experience the wonders of the very young. This is also the self that does volunteer work at a hospital and teaches pre-school swimming lessons as another means to meet and relate with other people.

Another very important self is that of the daughter of a middle class family. This self must go to school, trying always to excel. This is the self that most of the world will eventually see, as it matures. This self goes to work everyday as a medical insurance clerk in an office. The other facets often clash with this one, for it is here that I must deal with practical life, and make decisions. It is here that I become most dissatisfied with myself, for I receive most of the negative feedback in this self, yet must not show any adverse effects. This self must keep struggling with life.

There is another part of me that is always pulled inside, and stores most of my emotions and reactions. This is the self that hurts silently, that writes stories and poems to release feelings, and yet sometimes bursts open and dominates over the rest of me.

It is difficult to try to accurately describe all

my individual selves, for they tend to overshadow and melt into each other. They are all intertwined, they all form a person who is generally seeking affection and positive reinforcement, but who is usually willing to give the same. They are all trying to learn about the other selves, and how to understand and deal with people. The selves are always changing and expanding, and will probably continue to do so--one must never lose the desire to learn and create.

SCORE OF SIX

"We are all made up of many selves". I view myself as a person composed of many selves which seem totally unrelated and often contradictory according to the life-style that I lead. Probably the easiest way to discuss the aspects of my self would be to divide them into the two following categories: those that relate to the counter-culture and those selves that relate to the System.

It is probably safe to say that the entire or overall picture of my self fits best into the counter culture category because of the 'kick-back' lifestyle that I lead. One of my many selves in this area is as a greeter for the Long Beach Food Cooperative, a collective of 65 households whose aim is to eliminate high food cost through a collective and cooperative effort. As greeter, it is my duty to introduce new members into the operational procedures of the co-op itself as well as to discuss such things as individual member's duty and the concept of cooperation as we apply it. The co-op is definitely a counter-culture organization for we feel our purpose is to fight corporate business (supermarkets) and agribusiness on a small scale political and economic level.

A relatively new self has also developed that fits into the counter-culture category. It seems that I have evolved into a twenty-five year old groupie for a number of underground musician's in the Long Beach area. My main man is a professional guitar player and singer and my best girlfriend has recently gotten a gig playing the fiddle. Most nights and many days are spent in bars, clubs, people's homes, rehearsing, practicing, tuning, creating sounds and jamming rhythm. It is a hard lifestyle. It is rare to get home before 5 or 6 a.m. and never before 2 a.m. closing time. As a common courtesy you must always at least drop in when a friend is doing a gig and with as many musicians as there are in our circle it is almost a seven night a week trip.

On the other side are the selves that relate to the system. Probably one of the best examples of these is my job as a Polaroid Camera Demonstrator. I have been employed by Polaroid for 3 years and am now a trainer for new demonstrators. Most of my job is public relations work--putting on a friendly face, nice clothes and giving the public the corporate grin to encourage a warm and friendly attitude when they consume. It is still a job for the system, and a monopoly at that.

Another self that seems contradictory to my professed life-style is my job as a teacher's aide in the Home economic dept. at Jordon High School. Why would a woman's libber ever accept a job in home economics and whats worse enjoy the job? It definitely does not seem to fit and often causes a great deal of discussion and justification on my part.

The third self that relates to the System is my position as landperson of a small apartment complex. Again, with my political background it seems totally contradictory that I would be in a position of power over other tenants.

Justification for the differences of the two categories of selves is often necessary, however, I am well aware that even though I co-opt occasionally to the System my values remain intact because of the strength of my own inherent political consciousness and convictions.

Similarities exist between the two categories for as in most aspects of my self I am constantly involved with people. I love people. I love to work with them, play with them, get inside their heads and find out what makes them tick and I have been able to integrate my love for people into the major aspects of my basic self.

There are, then, two categories of my many selves, the system-related ones and the one related to the counter-culture. The fusion of the two categories and many selves is in my love for people in my work, and in my play.

The following report was prepared by Dr. Rex Burbank, question leader for Question #2.

Summary Report on Question #2

Question #2 for the 1975 English Equivalency Examination was selected and pretested by a committee specifically charged with those tasks. The committee assigned to develop the question consisted of Professors Lennis Dunlap, Chico; James Frey, Fresno; and Bill Robinson, San Francisco, all members of the English departments at their respective schools. The committee met first on January 27, 1975, at San Jose State. Dr. Edward White and Dr. Richard Lid also attended. Each of the four committee members brought several questions he had developed for possible use, and during the meeting four of those questions submitted were selected for pre-testing. Each committee member took responsibility for having a question pre-tested at his campus, and when the committee met again, on Friday, May 14 at San Jose, it was clear that one question was clearly superior to the other three in generating responses that could be scored on a six-point scale and enable us to make the distinctions the test is intended to make. A long afternoon of careful reading of pre-test responses (from San Francisco State) by the committee produced a sizable number of samples that could be reproduced for use at the June readings. As the committee members read the pre-test papers they scored them on a scale of 1 (lowest) to 6 (highest) and developed their scoring key, or Rubric, so that the standards for scoring the tests were based upon the test papers themselves. The result of this procedure was apparent in the essays that were written in May: Question #2 produced a better range of papers than it had in either of the previous two years the test was given and was thus more valid as an evaluating device.

As was the case in 1973 and 1974, Question #2 was designed to suggest an organizing principle upon which the examinee could write a 45-minute essay. It included two quotations, one from Kurt Vonnegut's Mother Night and the other from "Problems of the Theatre" by Friedrich Dürrenmatt. The assignment was to write an essay explaining the views implied in each of the passages and showing how the views differed and how they were alike. The suggested structure of the response was thus one based upon definition or analysis, comparison, and contrast. With the organizing principle thus built into the assignment, the examinee was afforded a ready-made framework within which to develop his thoughts about the two passages. The Rubric was constructed to enable readers to score all essays by the same qualitative standards.

A week or so before the June 14 reading, Dr. Lid's office sent complete sets of the samples to the table leaders, who were the same three persons that worked with me on the committee to develop the question. Since they did not have a record of the first scores

given the samples, I asked them to read and score the samples again so we could check our first scoring of them against a second. When we met at Kellogg West on Saturday morning, June 14, we went through the samples again, and we found that our second scorings were remarkably close to the first. We were thus ready for the afternoon training session with the readers, who gathered at 1:30. We had a total of 24 samples ready for use by the readers.

In the afternoon, the readers met with the table leaders and me and discussed the question, how it was developed, and the basis upon which it was to be scored. They read and scored samples of 2 and 3 and 5 and 6 papers, and I explained the rationale of the scoring and referred them to the Rubric. They read and scored more samples and discussed them among themselves at the tables. At four o'clock I asked the table leaders if they felt their readers were ready to begin "live" readings; all three said yes, and so the reading began. At 4:45 p.m. three more samples were distributed and read, and the reading day ended at five o'clock with a review of the scoring standards.

All together about 30 samples were used during the reading. We used fewer the second than the first day, and fewer the third than the second. Table leaders spent all their time checking the reading scores of readers at their table. Readers were asked to adjust their scoring in accordance with the scores given the samples by the table leaders. In addition to sampling, table leaders read and scored the papers themselves, and recorded both their own and the readers' scores on a "check sheet." The table leaders, who read and scored the papers without looking at the scores assigned by the readers, brought the checklist with the test booklets to me, and I then read and scored them myself without looking at the scores given by the readers and table leaders. I was thus able to check continually the scoring of the readers and table leaders against my own. Where there were discrepancies, I could locate who was grading inaccurately and see that a correction was made; and where trends developed --such as a tendency to grade too high or too low or settle in the 3-4 range, the problem could be addressed immediately by further sampling in order to remind the readers to use the whole 6-point scale. Using these methods, we achieved a high degree of agreement between first and second readers, and in the vast majority of cases the two readings produced scores that were within one point of each other. When a spread of two or more points occurred, the paper was read a third time, by one of the table leaders or by me. The number of papers with a spread of three points was very small, and those were radically uneven in quality, so that the discrepancies were understandable. I am satisfied that overall the papers were graded with a very high degree of uniformity, reliability and validity.

In scoring the essays we did not expect perfection from even the best student responses, but for a score of six we required that the paper show a high degree of writing skill in doing what was

asked by the assignment. In order to be given a six, a paper had to address itself to the issues raised by the two passages and explain what they meant, how they differed, and in what respects they were alike. The best papers were expected to demonstrate the ability to build on the implied organization with meaningful details, to develop the general points, and display a high degree of understanding of the quotations. While it was not required that such essays show awareness of the possibility of more than one interpretation of the Vonnegut selection, many of the superior responses did so; and they also explained the two alternative ways of looking at the world in the Dürrenmatt passage and recognized the author's preference for the second one. Readers understood and took into account the fact that students were required to read two rather sophisticated literary passages and then to write meaningful commentaries on them in a matter of only 45 minutes--a demanding task; nevertheless, in order to be awarded the highest score, examinees were expected to demonstrate evidence of ability to perceive the complexities implicit in the quotations and to relate them in clear, standard written English.

Rex Burbank
June 27, 1975

Question 2. The following question was distributed to all students.

"My father was killed on Iwo Jima," he said.
"I'm sorry," I said.
"I guess there were good people killed on both sides," he said.
"I think that's true," I said.
"You think there'll be another one?" he said.
"Another what?" I said.
"Another war," he said.
"Yes," I said.
"Me too," he said. "Isn't that hell?"
"You chose the right word," I said.
"Each person does a little something," I said, "and there you are."
He sighed heavily. "It all adds up," he said.

Kurt Vonnegut, Jr., Mother Night

To be sure, whoever realizes the senselessness, the hopelessness of this world might well despair, but this despair is not a result of this world. Rather it is an answer given by an individual to this world. Another answer would be not to despair, would be an individual's decision to endure this world in which we live like Gulliver among the giants.

Friedrich Dürrenmatt, "Problems of The Theatre"

Write an essay in which you explain the views implied in each of these passages. How are these views different and how are they alike?

The following directions for scoring were distributed to all readers engaged in the grading of question 2.

The student is asked to write an essay in which he explains what the two statements mean, and how they are alike and how they differ. He should be rewarded for what he does well in his response to the assignment. Papers should be scored for their overall quality.

An extremely well-written response may be scored a point higher than it would be scored on the basis of content alone. A poorly written response may be scored a point lower.

Spelling errors should not ordinarily be counted against the score.

Possible Scores:

6 A superior response will be a well-organized essay that does the three things asked for in the assignment. It will explain briefly the meanings of both quotations and compare and contrast them; it may explain the meanings by means of comparison and contrast, or it may explain the meanings and compare and contrast them. Essays in this category will interpret the quotations intelligently and coherently, though there may be minor errors in interpretation. An essay receiving a score of six will display a high degree of competence generally but may have slight flaws in writing. An essay getting a six will support generalizations with appropriate details.

5 The essays in this group will concentrate somewhat more on one quotation than on the other or deal less thoroughly with both quotations than essays scoring 6, but they will clearly demonstrate competence.

4 This score will apply to responses that are generally well written but may lack the development of those essays in the 6 and 5 categories, fail to perceive the distinctions and similarities in the passages quite so accurately, or reveal somewhat less facility of expression.

3 Papers in this category may show signs of clear writing but contain misinterpretations of both passages; radically misinterpret one passage; deal superficially with both passages; display some evidence of serious deficiencies in writing; or deal almost entirely with one passage to the exclusion of the other.

2 Essays receiving a score of 2 may start with the assigned topics but drift away from them; be primarily critical or argumentative rather than expository; display considerable irrelevance; fail to see similarities in meaning between the two passages or make distinctions between them; have very serious faults in writing.

1 The response in the 1 paper shows almost no understanding of the question or the passages, and the writing strongly suggests incompetence in structure, usage, and idiom.

* Non-response papers and papers that are completely off the topic should be given to the table leader.

The following student responses to Question #2 were sample papers used during the reading to illustrate the grades on the 6-point scale:

SCORE OF ONE

Many of these views are alike. War is a factor in each. People realize the senselessness in war. Wars kill, and destroy, leaving suffering and despair.

Wars are not caused by natural earthly environments. Disagreement between nations.

The sentance "Rather it is an answer given by an individual to this world." suggests that the soldier must give up his life. As a soldier did in the topic above. Also when will these wars stop? Reality says that wars will never stop. But we must endure and live in this world with its wars and aspects of harmony and some where we must find a place for us.

SCORE OF TWO

The passages are alike in the respect that the individual is the one who does it. You can make it or break it. They are different in that hopelessness is just a thought of an individual. It is not a result of the whole world but just the individual. The first passage talks of war as hell and implies that it can take a single individual to start a war but it takes the efforts of collective individuals to put an end to it. The second passage talks of Gullivar and the giants, but it just so happens that it takes collective Gullivers to make up a giant.

SCORE OF THREE

The two views of the world presented in the writer of this paper will be examined. These views will also be compared to each other. Their differences and their likenesses will also be considered.

The first views expresses despair and hopelessness. The two people who are involved in the conversation have given up all hope for the world. They believe they can do nothing to change the world. Their attitudes imply that they will do whatever they are told. They don't believe the situation of the world is in anyway their fault.

This belief is in constrast to the second view. The author of the second view implies that the state of the

world is do to the people who inhabit it. The author believes that the people have the power to change the world if they want to.

The two views are alike in many aspects. Both views express and confirm the despair and hopelessness in the world. They both deal with the individual and his approach to life.

These two views touch on a very serious problem in the world; the problem of people giving up hope because they do not think they can change the world. It's true that in large government one person's vote doesn't mean much, but one preson can change some things of this world by trying and not giving up hope.

SCORE OF FOUR

The world, with its attendent problems, some time seems to be too overwhelming, too massive and fierce for the meager defenses we can muster. This feeling pervades both quotations, but the effect each had on me was different.

Kurt Vonnegut's quote dealt with war, not an on going conflict, but rather a past one. Friedrich Dürrenmatt, on the other hand, spoke about a current realization that the world is at times hopeless and senseless.

One might expect Vonnegut's quote to end with a hopeful note because the discussion is after the fact and a possible lesson in life might be drawn from it. This isn't the case however. While both people agree that a small amount of "something" can be done by an individual, they seem to feel it won't be enough.

Dürrenmatt, with his words like "despair" and "senseless", would seem to be a prophet of doom. Quite the opposite, he suggests hope should replace despair and man should face the worlds adversities.

If the world's troubles could be likened to a tidal wave Vonnegut's characters seem to feel they'll be smashed no matter what, while Durrenmutt suggests we be like a cork and float over the waves onslaught.

SCORE OF FIVE

The views expressed in the two passages in question are similar but not identical. They both are concerned with the problem of living in our world. The difference lies in the approach to the the problem. The characters in Mother Night imply that doing something will make a difference while Dürrenmatt suggests that stoic endurance is the answer.

In Vonnegut's book, the people speak of actions

making a difference. They seem to believe that war isn't inevitable or something beyond human control. From this viewpoint, each individual person's actions have an effect that, added with the effects of everyone else's actions, create the situation in which we live. While it may not seem so on the surface, this philosophy does leave room for hope. If man's actions are what cause horrors such as war, then man could also prevent such things.

If we reject Dürrenmatt's first answer (as he seems to have intended) we are left with the idea of endurance. His suggestion implies a world in which each person is alone and helpless to have an effect on the world. If this is the situation in which we live, there is no reason to try to have an influence over what happens. People should just endure and try to stay alive. This theory is certainly one without hope.

These two passages each express a view on how man can survive in his horror-filled world. In this they are similar. The important difference is in the pictures that the authors give of man. Vonnegut pictures him in a bad situation which he can hope to improve, while Durrenmatt pictures him as forced to endure in an unchangable situation.

Both of these statements are implications of the responsibility of the individual, to himself and to his society.

Vonnegut's statement implies that the individual is responsible for the social processes of his life. A society is made up of individuals. Each person's contribution, be it destructive or creative, is an important part of the resulting society. By extension, we are not only responsible for those actions we committ, but those actions and situations that we allow to exist.

Dürrenmatt is concerned less with the social actions than with the attitude of the individual. The world cannot be held responsible for our disillusionment; nor can it be held to blame for our expecting any different to begin with. To resign into existential despair is a denial of life. Dürrenmatt recommends that instead we seek the means by which we can endure; if we are too alienated or disillusioned to exist happily, then we must at least consider it our responsibility to survive. The very basis of nature is the survival instinct: the continuation of the life process.

In seeking that which will allow us to endure, we are attempting to mold to a certain extent the environment in which we live. In this Vonnegut and Dürrenmatt

agree: in order to survive, we must generate from within the energy to create a tolerable world for ourselves by whatever means are available to us. We may manipulate our world view to provide meaning and order, we may create a system of ethics, or we may find the substance of our lives in creativity.

Both writers recognize the same problem. Vonnegut's characters never doubt that there will be another war, yet they believe that "...there were good people killed on both sides." Durrematt simply assumes that the world is senseless and hopeless, it is only up to the individual to recognize it. Vonnegut says that the individual is responsible for the condition of the world. Dürrenmatt says that it is the individual only recognizes, not creates his condition. He may only alter his attitude, not the world.

But the essense is similiar. Both writers demand action and responsibility from the individual: it is necessary that we as individuals in some way affect and alter our environment, either by altering our attitude towards it, or by (as Vonnegut recommends), changing the actual processes around us by our actions.

IV

DATA-PROCESSING PROCEDURES

September, 1975 — Robert Bradley

Introduction.

The unique data-processing requirements of the English Equivalency Test stem in part from the fact that the two halves of the test are initially processed at different times, by different agencies, and on opposite sides of the continent. In addition, objective scores must be combined with essay scores, passing criteria applied, and statistical summaries produced while the essay reading session is in progress. The technical and statistical aspects of this process are presented in some detail in the statistical report. The purpose of this section is to discuss the practical, logistical aspects of the project and to elaborate on some of the problems encountered and solutions devised, particularly with regard to the use of data-processing equipment.

I. Data Collection.

A. The Objective Test Scores.

The objective part of the test, the CLEP "Analysis and Interpretation of Literature" Subject examination, was administered the same day as the essay. The objective answer sheets were sent from each test center to the Princeton office of the Educational Testing Service,[1] where they were scored and the pertinent data were transferred to magnetic tape. The student's name, social security number,[2] and address were gridded onto the answer sheets, and this information, in addition to the score, was stored at Princeton. Each student who took the test was sent a CLEP score report by ETS; this report simply listed the student's objective score and included relevant interpretive information.

Arrangements were made with ETS Princeton to transfer the name, objective score, SS number, and address of each examinee to data-processing cards, one card per student, according to a specified format. These cards were produced and shipped via air freight to the Cal Poly Test Center a little less than four weeks after the test date. Although large amounts of data are ordinarily transferred by magnetic tape, previous experience had indicated that

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[1] For the sake of brevity, hereafter designated "ETS".

[2] Hereafter designated "SS number".

sometimes this method is unreliable. The Cal Poly computer is a CDC 3150, whereas ETS Princeton uses an IBM 360-series computer. In 1974, several tapes produced on the ETS equipment, although specially prepared to meet our CDC specifications, were virtually unreadable because of numerous parity errors. (A parity error occurs when a tape, for any of a number of reasons, loses an electromagnetic impression.) The fault probably lay with our CDC equipment, but several attempts to eliminate the errors were unsuccessful and it was determined that henceforth the data should be shipped on cards. ETS Princeton designated a systems specialist, Mr. Robert Springer, to act as liaison for this year's data transfer, and the new arrangement worked quite well. In addition to the data cards, ETS supplied us with a frequency distribution of the objective scores, a high-to-low score roster, and an alpha score roster which included SS numbers.

When the cards arrived at Cal Poly, the data were transferred to a two-card-per-student format. The "No. 1" card for each student contained the full name, the SS number, and the objective score; the "No. 2" card contained the last name, first initial, SS number, complete address, and a card code in the last column. The data on the deck of "No. 1" cards were then transferred to tape, to be subsequently merged with the data from the essay reading session. The deck of "No. 2" cards was stored until the data-processing sequence was nearly completed, when it was needed to produce the address lables; see section II A.

The keystone of our data processing system is the SS number. The objective test scores received from Princeton are combined with the essay scores from the reading session by a matching process which uses the SS number and the first three letters of the last name. Students are informed that they must secure a SS number before taking the test, but a small percent has managed to show up without a number each year the test has been given. For such students, we create bogus SS numbers in the following manner: ETS assigns a four-digit test center identification number to each test center. When a student at a given test center fails to produce a SS number, the test center identification number is used for the first four digits of his bogus number. The next two digits assigned identify the student as the nth person to receive a bogus number at the center, 01 to 99. The final three digits of the bogus number are zeros. The student is directed to write this number on both his objective answer sheet and his essay book. Some students still manage to slip through our net and submit their materials without an identifying number. These answer sheets are processed by ETS and the student record is sent to us without a number. Rather than scan the "alpha card listing" for records with missing numbers before processing the data, the correction is made after the student record with the missing number is noted on a "mismatch report" which is described in section II B 1. If two students should list the same SS number, this duplication will be detected by the computer and noted on the "mismatch" report. The correction procedure for missing, duplicate, and mismatched numbers is described fully in section II.

B. The Essay Test Scores.

The essay books were mailed from each test center to the Northridge campus. In preparation for the reading process, it was necessary to divide the total number of essay books into batches of 30 books each. Some of the test centers contributed over 500 essay books, while others submitted fewer than 100. It is possible that certain test centers drew students whose writing ability was, on the average, somewhat different from the total group of examinees. It was therefore important that all batches have the same proportional representation from each test center, so that no bias in the quality of the essay books would occur from batch to batch. This proportionality could not be maintained if the books from each test center were placed in a single stack, and batches formed by taking one book from each stack until 30 books had been collected. The books from the smaller test centers would be quickly depleted, leaving only books from the larger centers for the later batches. For example, if books in the later part of the reading tended to be of better quality, these books might have been graded more severely than they would have been if the quality had been even throughout the reading. The reason for this potential problem derives from Helson's "adaptation-level theory" and the fact that grading tends to become slightly more rigorous over the course of an essay reading session.

This problem was solved by putting the books from the various centers in equal-sized stacks. When a test center was represented by a large number of books, several stacks resulted. These stacks were placed on tables which had been placed in a circular arrangement, so that beginning from an arbitrary starting point, one book was taken from each stack until a batch of 30 was formed. A new batch was started with the next stack, and so on. In this way, books from the larger test centers did not predominate in the final batches.

The norms sample books were added to the early batches, five norms books to a batch. Hence the first 50 (249 norms sample books/5) batches were held to 25 books each, in order to keep the batch size standard at 30 throughout the reading. Batches were numbered as they were completed, and the books in each batch were stamped with the batch number on the upper right-hand corner. Batches entered the reading process in batch-number sequence, but because of unevenness in the flow of batches through the complex reading process, they were not completed in numerical sequence. The first twenty-one batches completed comprised the equating sample. After the norms sample books were removed from these batches, the scores for the equating sample were manually processed (with the aid of a statistical calculator) and the score conversion table was developed (see section II C 2). The equating batches were then prepared for transfer to the computer center for keypunching and processing. Batches completed after the equating sample was set aside were taken directly to the computer center.

Each essay book has a place on the bottom of the front cover where the four reading scores were marked. These reading scores on each book were punched on a single card, along with the student's last name, SS number, the reader number associated with each reading score, and the batch number of the book. The essay books were keypunched by batch, and the group of cards for each batch was marked with the batch number to facilitate the correction procedure (described in section II C 4). The cards were then fed into the card reader as input to the system each time the data were processed.

II. Data Analysis.

A. The System.

The data processing system for the English Equivalency Test was designed to accomplish the following major objectives: 1) combine the objective and essay scores on a single record; 2) convert the essay scores to the objective score scale; 3) apply the passing criteria to each record; 4) perform various statistical operations on the data; and 5) produce printed output including pass, fail, and total roster, statistical summaries, and mailing labels. The two sources of input to the system were the objective card deck received from ETS Princeton and the essay card deck generated at the Cal Poly Computer Center during the essay reading session.

The first step in preparing the system for operation was the creation of the objective-test score tape. The data on the "No. 1" objective cards (defined above in section I A) were read, transferred to disk, and arranged in SS-number order by a utility sort program. These sorted data were then stored on a tape until needed as input to the system.

When the cards containing the data from the essay books had been punched, they were fed into the card reader and the data were processed by a utility program which arranged all the records in SS-number order. These sorted essay data then went to disk, from whence they became part of the input to a COBOL routine which matched and combined the objective and essay records by SS number. The objective-test records which had previously been stored on tape were the other source of input to the COBOL match routine. If either an objective or an essay record did not have a matching SS number in the other file, or if duplicate numbers occurred in a file, the records involved were printed out on an "unmatched-test-score report" with an appropriate message (see II B 1 below). During the operation of this COBOL program the raw essay scores were converted to the objective score scale, the passing criteria were applied, and each "matched" record was given a pass or fail flag.

The matched, combined, and flagged records which resulted from

the above process were then transferred to disk and became input to another utility sort program, which arranged all the records in alphabetical order. These alphabetized data were then transferred to a tape, which subsequently served as input for the following programs: 1) a COBOL program which produced an alpha pass roster, an alpha fail roster, and an alpha total or combined roster; 2) a FORTRAN program which produced the frequency distribution reports and the reader characteristics reports; 3) a FORTRAN program which produced the correlation reports; and 4) a COBOL program which produced a special pass roster listing only names and SS numbers (see section II B below for a detailed description of the system output).

Another part of the system was designed to produce mailing labels for all students who completed both parts of the test. Two labels were produced for each student, one for the pass or fail form letter and the other for the envelope. Labels for passing students were printed first, and were marked with an asterisk to minimize the possibility of error. To accomplish this overall objective, the tape containing the matched pass/fail records was used as input to a utility sort program which rearranged the data in SS-number sequence, and then stored them on disk. The cards containing names, SS numbers, and addresses were fed into the card reader and processed by a utility-sort program which arranged these records in SS-number sequence also; then these data were transferred to disk. Both files on disk became input to a COBOL program which matched the records by SS number and produced an error report listing any SS-number mismatches. The tape containing the matched pass/fail records was then expanded to include the address for each record. These data were processed by a utility sort program which again arranged all the records in alpha order, but this time within the categories of pass and fail. Finally, another COBOL program produced the labels; the pass labels were printed first in alpha order and marked with an asterisk, followed by the fail labels in alpha order.

A special feature of the system is a control card which permits flexibility in the application of passing criteria. A separate passing score is specified for each part of the test, and also for the total or combined score. The specification of a minimum total score allows for compensation between the part scores, as discussed in section VI 2 of the "Statistical Report." The passing score for the essay part is expressed on the converted (CLEP) scale, and any scaled score may be selected as a pass criterion on either part or the total. A student must meet or exceed the passing score on each part and on the total in order to pass.

In addition, it is possible to apply special criteria to any single converted essay score. For example, in 1975 all students with essay scores of 13 (46 on the converted scale) were required to have an objective score of at least 55 with the resulting total score of 101, in order to pass. Students with essay scores of 14

and above (50 and above on the converted scale) were only required to have a total score of 99, with an objective score which did not drop below 45.

The score conversion table is also punched on the control card. Each raw essay score is listed with its converted score equivalent. The data on the control card enter the system just before the COBOL program which matches the objective and essay scores by SS number. During the operation of this program, the essay scores are converted, the passing criteria are applied, and each record is flagged pass or fail.

B. System Output.

1. Unmatched-test-score report. During the initial matching of objective and essay scores, if a record in either file did not have a matching SS number in the other file, that record was printed out with the message "objective unmatched" or "essay unmatched." Such unmatched reports would occur if a student took only one part of the test, or if a SS number was incorrectly entered on either the objective answer sheet or the essay book. In the case where one of the numbers was entered incorrectly, both the correct and incorrect numbers would fail to find a matching SS number. This would result in both records being printed on the report, one as an "objective unmatched" record and the other as an "essay unmatched" record. If two identical SS numbers appeared in either the objective or the essay file, both records would be printed out on the report. One record would be listed as a "duplicate objective" or a "duplicate essay" and the other would be listed as an "objective unmatched" or an "essay unmatched", since for a duplicate number to occur one of the numbers would be in error and thus would not find a match in the other file. All records printed on this report were listed in SS-number order. For each "essay unmatched" record the batch number of the card was listed in order to facilitate the correction procedures, described in section II C 3 below.

2. Pass, fail, and total rosters. Alpha rosters of all students who passed, all students who failed, and all students who took both parts of the test were printed. These rosters listed the following data: last name, first name, middle initial, SS number, essay batch number, raw scores on the four essay readings, the converted essay total score, the objective score, and the total scores. On the total roster, passing students were identified by a ++ symbol to the left of the name. At the end of each roster, the number passing and/or failing was printed.

3. Frequency distributions and reader characteristics reports. Frequency distributions of the following variables were printed: 1) question one, reading one; 2) question one, reading two; 3) question two, reading one; 4) question two, reading two; 5) raw essay scores; 6) composite scores; 7) objective scores; and 8) converted essay scores. The reading scores and the raw essay scores were

listed in discrete score intervals; the objective and converted essay scores were listed in 5-point score intervals, and the composite scores were listed in 10-point intervals. For each score or score interval, the frequency, relative percent, and cummulative percent were listed; for each distribution, the total number of cases, the mean, and the standard deviation were printed.

Each reader who participated in the essay grading session was assigned a reader number. This number was recorded with every grade assigned, so that the mean and standard deviation of each reader's grades could be computed. The reader characteristics roster for each question listed the reader numbers, in low-to-high sequence, of all professors who graded the question. For each reader, the total number of readings, the mean, and the standard deviation were printed. In addition, the mean and standard deviation for all readings of each question were computed.

4. Correlation reports. Coefficients of correlation were computed for the following pairs of variable; 1) question one, reading one/question one, reading two; 2) question two, reading one/question two, reading two; 3) question one, reading one/question two; reading one; 4) question one, reading two/question two, reading two; 5) raw essay scores/converted essay scores; 6) converted essay scores/objective scores; and 7) question one total scores/question two total scores. The means and standard deviations for each pair of variables were also printed.

5. Special pass roster. This roster listed all passing students in alpha order, printing only the last name, first name, middle initial, and SS number. It was reproduced and sent to all admissions offices in the CSUC system.

6. Unmatched address report. The SS number and address of each student with an objective test score was punched on a separate card, as noted in section I A. The data on this deck of address cards were sorted into SS-number sequence, stored on disk, and then merged with the pass/fail records by a SS-number matching routine. During the earlier correction procedure for mismatched numbers, when a mismatch occured the essay number was always changed to agree with the objective number. (Since the objective SS number was recorded by an optical scanning device which "read" the gridded digits from the objective answer sheet, it was presumed to be more accurate than the essay number, which was keypunched from handwriting of dubious legibility.) Thus the correction procedure guaranteed that no mismatched numbers would appear on the "unmatched address report." However, if the correction procedure were changed so that in cases of mismatch the objective number were made to agree with the essay number, failure to change the number on the address card would produce a mismatch. In the unusual condition that an address card would be lost or would not be read by the card reader, a mismatch condition would also occur. Either condition would mean that no mailing label would be printed for the student involved.

With the correction procedure used in 1975, the "unmatched address report" was not likely to be activated, but it was designed as a "fail-safe" measure to ensure that every examinee would get a letter of notification.

7. Mailing labels. Two mailing labels were printed for each student who completed both parts of the test. The labels were printed "two-up", with the two labels for each student side-by-side. Labels for students who passed were printed first in alpha order, and marked with an asterisk in the upper right-hand corner. Labels for students who did not pass were printed next, in alpha order. One label of each pair was used as part of the salutation for the pass/no-pass form letter, and the other label was used on the envelope.

Prior to 1975, ETS Princeton supplied us with two mailing labels for each student who took the objective part of the test. These labels, which were printed in alpha order, were compared to our alpha pass and fail rosters, and a name was crossed off a roster each time a pair of labels was affixed to a letter/envelope combination. The possibility of error was substantially reduced by producing our own pass/no-pass labels, since this enabled us to simplify the operation and to completely separate the preparation of pass letters from the preparation of no-pass letters.

C. Mechanics of Processing.

1. Preparation. Two important objectives dictated that detailed arrangements be made for each phase of the data-processing operation. First, it was necessary to process data as they became available during the course of the reading, in order to provide feedback to the project directors. Second, the entire data-processing operation, including the mailing, needed to be finished within a few hours of the completion of the reading in order to meet a space-reservation schedule which had been prearranged with the conference center. The computer was scheduled to be available for runs (processing time was 30 minutes) at least once a day, and arrangements were made to process data on the night shift if necessary. The keypunch staff were fully prepared for their phase of the operation, and provision was made for overtime work if the keypunching fell behind schedule. The production rate of the keypunch staff was carefully coordinated with the production rate of the readers, so that the data on the essay books could be keypunched and processed with a minimum of delay.

A large and well-illuminated room was secured as a center for statistical operations. The equating procedure and the processing of the norms sample books were performed in this area. Several long tables provided space for working with numerous roster and tally sheets. The "stat room" was located fairly close to the essay reading "control room," where the project directors and their assistants monitored the progress of the reading and where batches were deposited as they completed the reading process. The proximity of these two work areas facilitated consultation between the project

directors and statisticians, and minimized the labor of transferring many heavy boxes of essay books between the two rooms.

The division of labor among the statistical personnel was as follows: the chief statistical consultant was responsible for the planning and execution of the entire data processing phase of the project, and gave special attention to all aspects of the computer operation. The visiting statistician, from ETS Berkeley, was primarily responsible for the equating procedure and also gave technical counsel, particularly in the interpretation of the data. The statistical assistant, a graduate student with a major in mathematics, was primarily responsible for the processing of the norm samples, and assisted with the equating procedure.

2. Equating. The purpose of the equating procedure was to transform the essay scores to the objective score scale, as discussed in the "Statistical Report", sections IV and V. This operation was done by hand, with the aid of a Monroe 1785 statistical calculator. Tally sheets for building frequency distributions of the essay and objective scores of the equating sample were prepared in advance. Each equating batch contained only 25 essay books, since five norms books had already been removed. The names, SS numbers, and total essay scores on all the books in each batch were entered on a single tally sheet. Then the objective score for each student record in the equating sample was located by consulting several alpha objective-score rosters which had been prepared. The objective and essay scores were tallied, the frequency distributions prepared, and the "percent below" figures computed for each score in both distributions. These "percent below" figures for the objective distribution were graphed on normal probability graph paper, and the objective score corresponding to the "percent below" value for each essay score was determined. The score-conversion table which resulted from this operation was keypunched on the control card, which is discussed above in section II A. The equating sample batches were then taken to the Computer Center for keypunching, and these data were processed on the first computer run.

3. Norms samples. The professors who participated in the testing of the norms samples had been asked to submit a class grade and a rank-in-class (on a six-point scale) for each student who wrote on the essay questions. The grade and rank were listed on a roster prepared by the professor, and were coded on the essay book, along with the sample designation, prior to the reading session. Since there were 249 norms books and they were inserted five to a batch, the first 50 batches contained norms sample books. As each batch completed the reading process, an aide removed the five norms books and set them aside. The norms books were then grouped together by sample and taken to the stat room for processing.

Tally sheets and frequency distribution rosters for the norms samples had been prepared in advance. The books in each sample were listed on rosters, with the name, batch number, essay total score,

grade, and rank entered for each book. Essay-total-score-frequency distributions for each grade and rank category within each sample were constructed, and the mean and standard deviation were computed. These calculations were greatly simplified by the "group entry" key on the statistical calculator. For each sample, essay-score distributions for various combinations of grade categories and for the total sample were constructed. Finally, the samples were combined for a composite norm-sample frequency distribution, including the mean and standard deviation. When all the data had been tallied, the norms sample books were returned to representatives of their school of origin.

4. Correction procedure. In about 2-3% of the cases, students do not write the same SS number on the essay book as they write on their objective answer sheet. Because the objective and essay scores are merged in the computer by SS number, these discrepancies constitute a serious problem. Other coding systems were considered (such as last name and date of birth), but none seemed to be as satisfactory as the SS number.

Our solution to the mismatch problem basically entails repunching a discrepant essay-score card with the SS number on the objective-score card. The correction procedure is tied to the unmatched test score report (discussed in section II B 1). When a mismatch occurs, both records are listed on the error report. Because the batch number of the "essay unmatched" records is printed in a special column, such records stand out sharply on the report. The batches containing the offending cards are located, the cards are removed, the numbers appearing on the corresponding objective records (obtained from the alpha objective-score-roster) are written on the essay books, data on the essay books are re-keypunched, and the corrected cards are included with the next batch of essay cards to be processed by the computer. When a "duplicate objective" or "duplicate essay" message appears on the error report, the duplicate number which is in error must be changed, and the alteration must also be made, if necessary, to the corresponding essay or objective record.

In a few cases, students omit the SS number on both the objective answer sheet and the essay book. When these essay books are found, bogus SS numbers are created, the data are keypunched, and the cards are included in the final computer run. However, before this final run, the bogus numbers must be added to the objective-score card deck and a new "objective-test-score" tape must be created. The bogus numbers must also be added to the address cards, or a mismatch would occur and mailing labels would not be produced for the students involved. In summary, alterations made in the name or SS number on objective-test-score cards must also be made on the address cards, and require the creation of a new input tape. Essay cards can only be changed to agree with objective-test-score cards and address cards, unless all three cards are changed and a new input tape is created.

5. Processing schedule. As already noted, the equating sample (the first 21 batches) was taken to the Computer Center for key-punching and processing as soon as the data necessary for the equating procedure had been recorded. Because the equating sample contained only about 500 essay books, the "unmatched-test-score" report listed a large number (the total number of objective records minus 500) of "objective unmatched" messages, and just a handful of "essay unmatched" listings. The "objective unmatched" records occurred because the matching essay card had not been included in the equating sample; the "essay unmatched" records occurred because of a mismatch. These unmatched essay cards were located and corrected, and then kept together for inclusion in the next computer run. Thus if a mistake were made in the correction procedure, it would show up on the unmatched report for the next run.

A computer run was made at least once a day, and four runs, each processing roughly one-fourth of the data, were made prior to the final run which included all the data and all the corrections. Just before this final run, all necessary alterations were made to the objective-card deck and the address-card deck, and a new input tape was created from the corrected objective-card deck. If all mismatches are properly corrected, the only records listed on the unmatched report will be the "objective unmatched" records of those students who did not take the essay part of the test. This is easily determined, because such records will not have a corresponding "essay unmatched" record on the report. Thus if the final report contains only a few "objective-unmatched" records, all mismatches and duplicates have been corrected and the data is ready for the next processing step, which is the production of the mailing labels. Any part of the output (see section II B) can be suppressed on a given computer run, and specific instructions in regard to the desired output are left for the computer operator each time a run is scheduled. Care must also be taken that the computer operator has the correct control card for each computer run.

III. Data Dissemination and Preservation.

A. Notification of results.

1. Objective score. Each student who took the objective part of the test received a score report from ETS Princeton. As noted in section I A, interpretive material, in the form of college norms, was included. However, the students were given no information concerning the minimum passing score on the objective part of the test.

2. Pass/no-pass letter. Each student who took both parts of the test was sent either a pass or a no-pass letter. The pass letter instructed the student to take his letter to any CSUC admissions office in order to receive credit for six semester or nine quarter units of freshman English. The no-pass letter explained that the recipient undoubtedly had superior ability in reading and writing,

but that this ability had not been developed to a level that would warrant the granting of college credit. Any connotation of failure was avoided.

3. Special pass roster. This roster, discussed in section II B 5, was reproduced and sent to the admissions office at each CSUC campus. Thus local campus officials had a means of verifying each request for credit, particularly in cases where a pass letter might have been lost or where falsification might have been suspected.

B. Data Storage.

1. Score rosters. Copies of the total roster are filed at the English Test Centers of the San Bernardino and Northridge campuses, and at the Test Center of the Pomona campus. When examinees inquire about their performance, this roster supplies all the pertinent data.

2. Essay and objective data cards. The objective-card decks received from ETS Princeton and the essay-card decks produced at the Cal Poly Computer Center are stored at the Cal Poly Test Center. These decks can be re-processed at any time to obtain copies of the output discussed earlier. Each year's cards will be stored indefinitely for research purposes.

3. Test data tape. A tape containing all the data which is processed by the system (with the exception of the addresses for the mailing labels) is sent to the Institutional Research Division of the CSUC Chancellor's Office. The data on this tape are used in extensive follow-up studies.

4. Essay books. The essay books are boxed by batch-number sequence and stored at the San Bernardino English Test Center. Should a need arise to consult a particular student's book, the batch number could be obtained from the total roster and the book could be easily retrieved.

5. Source decks. The source deck for each program in the system is kept on file at the Cal Poly Computer Center.

6. System and operation manuals. Copies of the system manual and the operation manual are filed with both the Computer Center and the Test Center at Cal Poly.

FRESHMAN ENGLISH EQUIVALENCY EXAMINATION

California State University and Colleges

Dr. Edward White
English Test Center
Department of English
California State College, San Bernardino
San Bernardino, CA. 92407

Dr. Richard W. Lid
Arnold House
California State University, Northridge
Northridge, CA. 91324

Dear

On May 3, 1975, you were among some 3,300 students who took the California State University and Colleges English Equivalency Test. We are sorry to say that you did not pass. Your level of achievement on the test did not match that of the average college student who has completed a year's work of college English.

A word of explanation. The test was not an aptitude test, measuring your potential abilities in English; it was an equivalency test, measuring your level of achievement. Thus you may be very talented at reading and writing -- you probably are, since you elected to take this test -- but the test results showed that you have not yet developed these talents at the college level.

Your total test score will not be sent to anyone or any institution, even on request, and the only record that you took the essay test will be kept for research purposes at the English Test Center. (Your score on the objective portion of the test may be sent by the Educational Testing Service, wherever you wish, but only at your request.)

Sincerely,

Edward White, Co-Director

R W Lid

Richard W. Lid, Co-Director

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FRESHMAN ENGLISH EQUIVALENCY EXAMINATION

California State University and Colleges

Dr. Edward White
English Test Center
Department of English
California State College, San Bernardino
San Bernardino, CA. 92407

Dr. Richard W. Lid
Arnold House
California State University, Northridge
Northridge, CA. 91324

Dear

On behalf of the English faculties in the California State University and Colleges, we congratulate you for successfully passing the Freshman English Equivalency Test you took on May 3, 1975.

You are among a select number of students who have demonstrated the same level of ability many students achieve only after a full year's work in college English. In particular, you have shown that you have college level competence in writing essays and reading literature, a competence we urge you to develop by taking the more advanced English classes you are now entitled to enter.

The test you passed consisted of the ninety-minute subject examination, Analysis and Interpretation of Literature (part of the College-Level Examination Program of the Educational Testing Service), and a ninety-minute essay test composed and graded by State University English professors. In order to pass, you needed to perform satisfactorily on both parts, and achieve a combined score equal or superior to that of the average student who has completed a year's work in Freshman English.

You should take this letter with you when you register for classes at any of the nineteen California State University or College campuses; it will allow you to claim two full courses of college credit for what you know and permit you to enroll for courses with Freshman English as prerequisite. You may want to consult with the English department chairman about which English courses will be most appropriate for you.

If you do <u>not</u> plan to enroll in the California State University or Colleges, you should still save this letter, for it is the only notification of your success that we can send you. Institutions outside the State University system may well give full or partial credit for your passing score, and you should inquire about your chances of gaining credit.

Sincerely,

Edward White, Co-Director

R W Lid

Richard W. Lid, Co-Director

V

STATISTICAL REPORT

July 1975

Robert Bradley
John Bianchini

I. The Test.

The third administration of the California State University English Equivalency Test was conducted on Saturday, May 3, 1975.[1] The test has two ninety-minute sections; the first is an objective, multiple choice part, and the second is an essay part with two questions. The "Analysis and Interpretation of Literature" Subject Examination of the College-Level Examination Program (CLEP) was used as the objective part of the test. The two questions of the essay section were developed and scored by the English professors of the California State University and Colleges.

II. Scores.

1) Objective Score. The objective part of the test was scored by the Educational Testing Service, and scores were reported on the CLEP Subject Examination scale, which ranges from 20 to 80.

2) Essay Reading Scores. Each of the two essay questions was graded by two readers, and scores were given on a scale of 1 to 6. For a single reading of a question, a score of 4 or higher represented a passing performance. A zero indicated that the student did not attempt to answer the question.

3) Essay Question Score. The scores for the first and second reading of each question were combined to produce a question score, which ranges from 0 to 12.

4) Raw Essay Total Score. The two question scores were added to produce a raw essay total score. This score falls between the limits of 0 and 24.

5) Converted Essay Score. The raw essay total scores were transformed to the same scale as the objective scores to permit the addition of objective and essay scores in a meaningful way.

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[1] See Cowell, W., The California State University English Equivalency Test, May, 1973. Statistical Report SR-74-10, Princeton, N.J.: Educational Testing Service, February 1974. See also Bradley, R., & Bianchini, J., The California State University English Equivalency Test, May 1974, Statistical Report. In E. M. White, Comparison and Contrast 1974, Los Angeles: Office of the Chancellor, the California State University and Colleges, 1975.

6) Composite Score. The objective score and the converted essay score for each person were added to produce a composite score. Since both the objective and the converted essay scores are expressed on a 20 to 80 scale, the composite scores range from 40 to 160.

III. Candidate Groups and Norms Samples.

1) Total Group. The 3,303 students who took both sections of the English Equivalency Test comprise the total group. The objective part of the test was taken by 3,317 students, but fourteen of these students failed to take the essay section.

2) Equating Sample. The equating sample consists of the first 524 papers scored at the essay reading session. All of the essay books from the various test centers were systematically scrambled prior to the reading to insure that they would be read in an essentially random order. Since the means and standard deviations of both groups are not significantly different, the equating sample is assumed to be representative of the total group.

	Objective Scores	
	Mean	S. D.
Total Group	47.18	9.07
Equating Sample	47.47	9.12

The data from the equating sample were used to equate (transform) the essay scores to the objective score scale. A sample was used instead of the total group so that computer processing and statistical analysis could be done as the reading session progressed.

3) CLEP Norms Sample. This group consists of 541 college students who participated in the 1964 norming administration of the CLEP Analysis and Interpretation of Literature examination.

4) Texas Norms Sample. This sample consists of the 188 students included in the 1970 validity study of the CLEP examination at the University of Texas. Scores on the CLEP test were correlated with final grades in relevant courses.

5) CSUC Norms Samples. The essay questions of the English Equivalency Test were administered to three different groups of California State University students. These essay papers, indistinguishable from regular papers, were interspersed with the candidate essays and scored during the reading session. The average essay scores for students who earned various letter grades in the English composition courses were determined, and the information was used to help establish the minimum passing score for the essay part of the examination.

Two of the three CSUC norms samples came from San Francisco State University. One group of 93 students was completing a single semester of freshman English when the essay questions were administered. The other group of 57 students was completing a second semester of freshman English. The third CSUC norms sample was drawn from California State University, Long Beach and consists of 99 upper division students who were completing a course entitled "English 300 - Advanced Composition." This course is required of all teaching credential majors who fail to make a satisfactory score on the Advanced Writing Test, which is developed and administered by CSU, Long Beach. The information for the individual CSUC norms samples is summarized in Tables V-1 to V-3. The two San Francisco norms samples are combined in Table V-4, and the Long Beach sample is combined with the San Francisco samples in Table V-5.

IV. The Equating Procedure.

Scores which are expressed on different scales cannot be combined without giving a greater weight to the scores on the scale which has the largest range of numerical values. The raw essay total score scale extends from 0 to 24, while the objective score scale extends from 20 to 80. If scores from these different scales were combined, the objective score would influence the composite score about three times as much as would the raw essay score. A solution to this problem is found by transforming the units of one of the scales so they are numerically equivalent to those of the other scale. This transformation can be performed so that the "equated scale units" represent equal increments in relative position on each of the score scales. Since the objective scores were reported on the CLEP scale, the essay scores were transformed to the CLEP scale by means of the equipercentile method of equating. In so doing, a given converted score represents the same percentile rank on both the essay score distribution and the objective score distribution. In other words, equal converted scores on the two parts of the English Equivalency Test represent the same level of performance on each part.

V. Technical Notes on Equating.

1) In the strictest sense, the score transformation procedure was employed to establish scores that are comparable, rather than truly equivalent. The terms "equating" and "equivalent scores" are fully appropriate only when the two tests are parallel forms designed to measure the same psychological function. Because the objective and essay sections of the English Equivalency Test do not measure the same psychological function (see section IX), the score transformation technique produces scores which are comparable but not equivalent. However, the mechanics of transformation are exactly the same for producing either comparable or equivalent scores, and the only difference is one of interpretation. For convenience, the term "equating" is used rather than a technically correct phrase,

TABLE V-1

NORM SAMPLE

SAN FRANCISCO STATE UNIVERSITY

ONE SEMESTER OF FRESHMAN ENGLISH

Grade	N	Mean	Standard Deviation	Range
A	13	12.77	3.14	7-19
B	27	12.22	3.12	5-18
C	36	11.56	2.28	7-17
D	7	10.86	2.80	5-14
F	10	11.30	2.49	7-17
A+B	40	12.40	3.14	5-19
A+B+C	76	12.00	2.80	5-19
C+D+F	53	11.42	2.41	5-17
D+F	17	11.12	2.63	5-17
Total	93	11.84	2.79	5-19

TABLE V-2

NORM SAMPLE

SAN FRANCISCO STATE UNIVERSITY

TWO SEMESTERS OF FRESHMAN ENGLISH

Grade	N	Mean	Standard Deviation	Range
A	12	13.92*	3.04	6-18
B	25	14.40	2.71	10-20
C	14	10.93	3.33	6-17
D	3	10.33	1.70	8-12
F	3	9.00	1.63	7-11
A+B	37	14.24	2.83	6-20
A+B+C	51	13.33	3.32	6-20
C+D+F	20	10.55	3.01	6-17
D+F	6	9.67	1.80	7-12
Total	57	12.95	3.39	6-20

* If a single essay score of 6 is deleted, the mean essay score for eleven students in the A category is 14.64

TABLE V-3

NORM SAMPLE

CALIFORNIA STATE UNIVERSITY, LONG BEACH

ENGLISH 300 - ADVANCED COMPOSITION*

Grade	N	Mean	Standard Deviation	Range
A	15	15.40	3.79	8-22
B	33	14.85	3.58	9-21
C	36	13.31	3.15	8-20
D	13	11.08	2.84	8-18
F	2	11.00	1.00	10-12
A+B	48	15.02	3.65	8-22
A+B+C	84	14.29	3.55	8-22
C+D+F	51	12.65	3.19	8-20
D+F	15	11.07	2.67	8-18
Total	99	13.80	3.62	8-22

* English 300 is required of all teaching credential majors failing to make a satisfactory score on the Advanced Writing Test (administered by California State University, Long Beach).

TABLE V-4

NORM SAMPLE

SAN FRANCISCO STATE UNIVERSITY

COMBINED GROUPS

Grade	N	Mean	Standard Deviation	Range
A	25	13.32	3.15	6-19
B	52	13.27	3.13	5-20
C	50	11.38	2.63	6-17
D	10	10.70	2.53	5-14
F	13	10.77	2.52	7-17
A+B	77	13.29	3.13	5-20
A+B+C	127	12.54	3.09	5-20
C+D+F	73	11.18	2.61	5-17
D+F	23	10.74	2.52	5-17
Total	150	12.26	3.08	5-20

TABLE V-5

NORM SAMPLE

SAN FRANCISCO AND LONG BEACH

COMBINED

Grade	N	Mean	Standard Deviation	Range
A	40	14.10	3.55	6-22
B	85	13.88	3.40	5-21
C	86	12.19	3.01	6-20
D	23	10.91	2.72	5-18
F	15	10.80	2.37	7-17
A+B	125	13.95	3.45	5-22
A+B+C	211	13.23	3.39	5-22
C+D+F	124	11.78	2.95	5-20
D+F	38	10.87	2.59	5-18
Grand Total	249	12.87	3.39	5-22

such as "establishing comparable scores."[2]

2) Two basic methods of equating are available, and when the score distributions are very similar in shape, these methods yield almost identical results. Given similar score distributions, the linear method, which defines equivalency scores as those represented by equal standard-score deviates, is preferable. The linear method is completely analytical (determined by a mathematical relationship) and is free from judgments of curve smoothing. However, if the two score distributions differ in shape, the linear method fails to adjust for this difference.[3] Thus, when the distributions have different shapes, or when the shape of one or both distributions is not known or cannot be accurately predicted, the curvilinear or equipercentile method is to be preferred. If the two score distributions differ in shape, the equipercentile method will stretch or compress the score scale of the distribution being converted to fit the shape of the other distribution. This method defines equivalent scores as those scores which represent the same percentile rank on both distributions. Using the score conversion table (Table V-6) for illustration, a raw essay score of 14 corresponds to a converted score of 50. The percent of students scoring below 14 on the raw essay scale is the same as the percent scoring below 50 on the objective scale. Thus, in the sense that the two scores represent the same relative rank (percentile) within their distributions, they are equivalent scores.

3) Percentile rank values for each point on the objective score scale were plotted on normal probability graph paper. These points were connected by a smoothed curve, and for the points on the curve corresponding to the percentile rank of each raw essay score the objective score equivalent was determined.[4]

4) If the two score distributions differ in shape, the use of the equipercentile equating method, as noted above, will modify the essay raw score scale by altering the relative distances of some scores from the median. This modification of the raw score scale will result in a less-than-perfect correlation between raw scores and converted scores. The correlation between raw essay and converted essay scores for the English Equivalency Test was .995, which indicates a near-perfect degree of linear relationship between the raw essay score scale and the CLEP scale. In other words, the shape

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[2]Angoff, W. H., "Scales, Norms, and Equivalent Scores" in R. L. Thorndike (Ed.), Educational Measurement, 2nd. ed., Washington, D.C.: American Council on Education, 1971, pp. 562-568; 590-597.

[3]Ibid., p. 564.

[4]Ibid., pp. 516, 571.

TABLE V-6

SCORE CONVERSION TABLE

CSUC ENGLISH EQUIVALENCY TEST

May, 1975

Essay Total Score	Converted Score
24	80
23	78
22	76
21	73
20	70
19	66
18	63
17	59
16	56
15	53
14	50
13	46
12	43
11	40
10	37
9	34
8	32
7	30
6	29
5	27
4	26
3	24
2	23
1	21
0	20

of the raw score distribution so closely approximated that of the objective score distribution that the linear method of equating could have been used instead of the equipercentile method.

VI. Passing Scores.

1) Basic Passing Scores. An examinee was required to achieve a certain score on both the essay and objective parts of the examination in order to pass. These passing scores were added to arrive at a minimum composite passing score. Data from the CLEP norms sample and the Texas norms sample were used to establish the passing score for the objective part. Since for both of these samples the average CLEP score for C students was 49, a score of 49 was set as the passing requirement on the objective part.

For the essay part of the examination, a score of 4 represented acceptable performance for a given essay reading. The criteria by which a reader was to distinguish between acceptable (4 or higher) and unacceptable (3 or lower) performance were carefully delineated in training sessions prior to the reading, and were emphasized by table and question leaders during the course of the reading. These criteria represented a consensus among leading State University English professors. Each essay paper had two questions which were given two readings each, for a total of four reading scores. A score of 16 (on the 0 to 24 essay total score scale) thus represents an average score of 4 on each of the four readings. However, inspection of the frequency distribution of essay total scores shows that only 14.5% scored 16 or higher, indicating that 16 would be a very rigorous passing score. Conversely, an essay score of 12 means that the average reading score was 3, or that on the average not one of the four readers found the performance on either of the two questions to be acceptable. A compromise was reached with a raw score of 14, which means that on the average two of the four readers judged the performance to be acceptable. The basic passing score on the essay part of the exam was therefore tentatively set at 14.

The data from the CSUC norms samples (Tables V-1 to V-5) were also evaluated in an attempt to set an appropriate and defensible passing score for the essay part of the examination. The basic premise was that the essay passing score should be at least as high as the average essay score of students who earned grades of C in freshman English in the CSUC norms samples. Since freshman English normally involves a sequence of two semesters or two quarters, the most appropriate norms sample for comparison is the San Francisco two-semester group. For this sample, the average score achieved by C students was 10.93. Although the testing of the CSUC norms samples was carefully planned and conducted to elicit adequate motivation, the results were viewed with at least a modicum of skepticism. It could well be argued that a more defensible passing score would be the average score achieved by all students who earned a C or higher (A + B + C), or even that achieved by B students. For the San Francisco two-semester sample, the average score achieved by A + B + C students was 13.33,

and that achieved by B students was 14.40.

It is possible that some students who pass the English Equivalency Test will not take another college English course. As college graduates, such students will have been exposed to no more formal training in writing than they had received prior to taking the English Equivalency Test. The Long Beach norms sample presents evidence concerning the writing ability of students who have just completed a course designed to bring students to a level of competence adequate for the teaching profession. The average essay score for C students in the Long Beach sample was 13.31, for B students was 14.85, and for A + B + C students was 14.29. It would seem reasonable to expect that a student who passed the English Equivalency Test, with the consequent possibility of no further formal training in English, should perform at a level comparable to that demonstrated by students achieving a C or better in the Long Beach sample.

From the above normative data, it is apparent that a passing score of 14 represents a level of competence superior to that demonstrated by A + B + C students in freshman English and nearly equal to that demonstrated by A + B + C students in upper division English composition classes in the CSUC norms samples. The decision to set the passing score at 14 represented a consensus among the project directors, question leaders, and consulting statisticians that this score was solidly supported both by the carefully developed standards of the CSUC English professors and by the empirical performance data in the norms samples.

2) Compensation Model. As in 1973 and 1974, a limited amount of compensation between essay and objective scores was permitted. That is, one of the scores could drop below the passing level if the other score was sufficiently high. Since the basic objective passing score was set at 49, and that of the essay was set at 14 (which converts to 50), the minimum composite passing score was set at 99 (49 + 50). The limits within which compensation would operate were then determined by defining scores for both parts which represented absolute minima, below which no compensation could be justified. The objective minimum was set at 45, because this score minimized the number of A, B, and C students who would fail and the number of D and F students who would pass in both the CLEP norms sample and the Texas norms sample.

The essay minimum score was set at 13, which means that at least one reader gave a satisfactory rating on one of the two essays. However, for a candidate to pass on the strength of only one acceptable reading it had to be accompanied by an objective score of 55 or higher, resulting in a composite score of at least 101. (In the CLEP norms sample, 55 was the average score of B students who had completed a year of study in literature, and represented the 65th percentile rank on the score distribution.)

The limits of compensation, then, were as follows: essay scores

of 13, which convert to 46, required an objective score of at least 55 with the resulting composite score of 101 or greater; objective scores of 45 called for an essay score of at least 16 (which converts to 56) in order to yield the required minimum composite of 99, and objective scores of 46, 47, and 48 required an essay score of 15 (which converts to 53) to yield a composite of at least 99.

VII. Pass Rates.

1) Objective, Essay, and Total Pass Rates. A total of 3,303 students took both parts of the English Equivalency Test. Those who passed the exam qualified to receive six semester units of credit in freshman English. The percent of the total group which passed each part of the exam, using the basic passing criteria of 14 on the essay part and 49 on the objective part, is given below. The percent passing the total exam without compensation (requiring 14 on the essay and 49 on the objective part) and the percent passing with compensation (as defined in section VI, 2, above) are also listed.

TABLE V-7

	Objective Test		Essay		Total Exam			
					Without Compensation		With Compensation	
	No.	%	No.	%	No.	%	No.	%
PASS	1394	42.2	1149	34.8	768	23.3	981	29.7
NO PASS	1909	57.8	2154	65.2	2535	76.7	2322	70.3

It is evident from these data that a score of 14 on the essay represents a more difficult passing criterion than a score of 49 on the objective part. Accordingly, while only 33.2% of those students who passed the essay failed the objective part, 44.9% of those students who passed the objective part failed the essay. These figures amount to 11.5% and 19.0% of the total group, respectively. In the 1974 statistical report it was stated that the number of students who passed the objective test and failed the essay amounted to 27.1% of the total group. This statement was in error, and the figure should be corrected to 31.8% of the total group. The comparable figure for 1975, as noted above, is 19.0%, which indicates that the disparity in the difficulty level of the passing scores on the two parts was substantially reduced in 1975.

2) The Effect of Compensation. The effect of the compensatory model was to raise the total pass rate from 23.3% to 29.7%. The compensation

criteria allowed 116 students with essay scores of 13 and objective scores of 55 or higher to pass the examination. In addition, 97 students with objective scores between 45 and 48 inclusive and essay scores of 15 or higher (16 or higher for 45) were also allowed to pass.

3) The "13" Essay Score. This year the project directors decided to adopt the same procedure that was followed in 1974 with regard to essay scores of 13. This is, a more stringent compensation requirement was imposed on essay scores of 13 than on objective scores below 49; see section IV, 2, above. A total of 505 students, or 15.3% of the total group, earned a score of 13 on the essay. If a composite score of 99 had been used as with the "below 49" objective score, 142 or 28.1% of these students would have passed the examination. By requiring a composite score of at least 101, only 116 or 23.0% of these students passed, thus reducing by 5.1% the number of students who passed with essay scores of 13.

VIII. Technical Notes on Differences Between 1973, 1974, and 1975 Data

1) Differences in Mean Objective Scores. The average objective score in 1975 (47.18) was more than two points lower than in 1974 (49.44), but only .27 score points lower than in 1973 (47.45). The higher CLEP mean score for the 1974 group is most likely a reflection of the difference between the two forms of the CLEP test, even though the forms have been equated and the scores are reported on the same converted score scale. This inference is based, in part, on considerations of the substantial difference in the difficulty level of the two forms and the likelihood that the two forms may differentially emphasize the measurement of several complex intellectual functions. Thus, when these two conditions exist, the conversion resulting from an equating study would not be totally independent of the individuals from whom the data were drawn in developing the conversion, and such a conversion would not necessarily be applicable to all situations. In the present case, it may be entirely possible that the higher performance of the 1974 group is due simply to the fact that the group took the easier form of the CLEP test, since the striking similarity of the CLEP mean scores for the 1973 and 1975 groups that took the same form of the CLEP test clearly implies a consistent level of competence from year to year.

2) Changes in Converted Score Equivalents. For the 1975 data, converted score equivalents for essay scores were substantially lower than those obtained in 1974, and for some scores were slightly lower than those obtained in 1973. For example, in the critical pass-fail range, essay scores of 13 and 14 converted to 48 and 51 respectively in 1973, while in 1974 the same essay scores converted to 53 and 56, and in 1975 to 46 and 50. Factors contributing to these differences in converted score equivalents include the changes in mean objective scores noted above, and year-to-year differences in the mean raw essay score. To illustrate the latter factor, in 1975 the mean raw essay score was .72 raw score points higher than in 1974. This

decrease in the difficulty level of the essay means that a given essay score in 1975 represents a lower percentile than in 1974, and thus converts to a lower equivalent score on the CLEP (objective) scale.

IX. Correlations Between Readings and Between Questions.

The correlation between the scores for the first and second readings of Question 1 was .61, and for Question 2 was .64. These figures, when expanded by the Spearman-Brown formula, represent the reliability of the grading procedure, and are discussed in the section on reliability. The scores for the first reading of Question 1 correlated .31 with the scores for the first reading of Question 2, while the scores for the second reading of both questions correlated .30.

When the two reading scores for each question are combined, the correlation between the question scores is .38. This figure represents the degree of relationship between the two essay questions. Since the proportion of shared variance is indicated by the square of the correlation, only 14% of the variance in each question is shared with the other. This suggests that the two questions are drawing upon essentially different types of writing ability. However, some of the underlying relationship between the two questions is obscured by the unreliability of the grading. An estimate of the true strength of this relationship can be obtained by removing the effect of the unreliability in the grading procedure. When the influence of grading unreliability is extracted from both questions by a procedure known as "correction for attenuation,"[5] the estimated relationship between the questions is .49. The correction for grading unreliability increases the proportion of shared variance to only 24%, which tends to confirm the inference that the two questions represent different domains of content, and sample different facets of writing ability which are presumably developed in English Composition classes.

X. Correlations Between Parts.

Correlations among the objective, raw essay total, and converted essay scores were computed for the total group. The objective and converted essay scores correlated .50, which is about optimal for an examination of this kind. If the relationship were lower it would be difficult to justify the compensation which is allowed by combining the scores to form a composite. A substantially higher correlation would mean that each part overlapped the other to the extent that the use of both parts would be redundant.

The correlation of .995 between the raw and converted essay scores indicates a strong linear relationship between the scores.

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[5]Magnusson, D., Test Theory, Reading, Mass.; Addison-Wesley, 1967, pp. 147-149.

As noted above (section V, 4), this high degree of linearity means that the two score distributions are virtually identical in shape, and the linear equating method could have been used without producing significant distortion.

XI. Reliability.

1) Reliability of the Objective Part. The reliability of the CLEP "Analysis and Interpretation of Literature" examination is .88, as reported in the CLEP Score Interpretation Guide.[6]

2) Reliability of the Essay Part. Because essay tests generally consist of only one or at most several items, it is not possible to compute reliability by split-half or internal consistency methods. The only alternative is "form-to-form" reliability, which entails giving two equivalent forms of a test to the same group of students. However, the preparation of an equivalent form for a one-or-two question test is not feasible, because one or two questions do not comprise an adequate sample from the domain of content. In lieu of a formal method of computing reliability, a method of estimation is available. Upper and lower limits of reliability can be established, with the certainty that the actual value lies somewhere between the two limits.

3) The Upper Limit. The correlation between grades on the first and second readings of each essay question represents the reliability of the grading procedure. Since unreliability due to grading is only one of several sources of error variance, the value for grading reliability will always be higher than the overall reliability value which includes all sources of error variance. Thus grading reliability can be used as the upper limit of overall or actual reliability. For Question 1, the correlation between grades on both readings is .61, and for Question 2 the correlation is .64. These values are the reliabilities of a single reading. That is, the reliability of each reading of Question 1 is .61. Adding the reading scores to obtain a question score produces an increase in reliability, which is estimated by the Spearman-Brown formula.[7] The estimated reliability for Question 1 is .76, and that for Question 2 is .78.

Because the essay total score is the sum of the question scores, the reading reliability for the total is higher than that for either of the questions. The reading reliability of the essay total score is most appropriately estimated by the formula for computing the reliability of a linear composite, since the two questions (as established above) are not alternative forms representing the same domain of content.[8] The reading reliability of the essay total

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[6] _____, Score Interpretation Guide, College-Level Examination Program, Princeton: College Entrance Examination Board, 1967, p. 31.

[7] Magnusson, op. cit., p. 74.

[8] Nunnally, J., Psychometric Theory, New York: McGraw-Hill, 1967, pp. 226-230.

score is estimated to be .83, and this value is taken as the upper limit of reliability for the total essay test.

4) The Lower Limit. The obtained correlation between Question 1 and Question 2 is used to estimate the lower limit of reliability. If each question were treated as a one-question test, the actual reliability per question could be obtained by giving an equivalent form of a question and correlating scores on both forms. Unreliability due both to grading and to fluctuations in performance would be reflected in such a "form-to-form" coefficient. It has already been demonstrated that Question 1 and Question 2 are not equivalent in terms of content. To the extent that the two questions are not equivalent, the correlation between them will underestimate the actual reliability of the question scores.

The correlation between the scores on Question 1 and Question 2 is .38. Again, because the essay total score includes both questions, the reliability of the total will be higher, and is estimated by the linear composite method to be .55. The actual reliability of the essay test therefore lies between the lower limit of .55 and the upper limit of .83.

5) Reliability of the Composite Scores. The estimated reliability of the composite scores, based on reliability coefficients of .88 for the objective part and between .55 and .83 for the essay part, is between .82 and .90.

XII. Validity.

1) Validity of the Objective Part. Course grades or other indicators of classroom achievement can be correlated with test scores to obtain measures of concurrent validity. The CLEP Score Interpretation Guide reports correlations between scores on the "Analysis and Interpretation of Literature" examination and course grades before and after the final examination; the values are .42 and .54, respectively. As noted in the CLEP Guide,[9] these correlations should be interpreted with caution because of lack of uniformity in the procedures by which the data were obtained.

2) Validity of the Essay Part. Course grades earned by students in the CSUC norms samples were correlated with essay total scores. For the three samples, the values were as follows: San Francisco one-semester, .18; San Francisco two-semester, .42; Long Beach, .37. Because few grades below C are given, thus essentially limiting grades to three values (A, B, and C), the instructors were also asked to rank the students on a six-point performance scale. The correlations between essay total scores and ranks for the three CSUC norms samples were .39 for the San Francisco one-semester group,

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[9] Op. cit., pp. 33, 34.

.40 for the San Francisco two-semester group, and .45 for Long Beach. Because the grade scale has fewer discrete values than the rank scale (resulting in a loss of variance), it was anticipated that the correlations for ranks would be slightly higher than the correlations for grades. This expectation was realized for the San Francisco one-semester and the Long Beach samples, but not for the San Francisco two-semester sample. Also, there is no apparent explanation for the low essay-grade correlation for the San Francisco one-semester group. All the values cited in this section reflect unreliability in grading due to the various standards used by different instructors, and should be interpreted only as gross approximations, if not as underestimates, of concurrent validity.

VI

CONCLUSIONS AND FOLLOW-UP STUDIES

The following charts represent first-year results of what is projected as a five-year study of 1973 English Equivalency Examination participants. Of the 4,072 applicants for credit that year, 3,273 (or 81%) enrolled on one of the CSUC campuses in Fall, 1973. The study seeks to ascertain what, if any, differences may obtain in the performance in college of three groups: 1) those taking the test and passing (to receive 6 semester units of credit); 2) those taking the test and not passing; and 3) all entering students.

Any conclusions to be drawn from these first-year results must be most tentative. It does seem apparent that passing students are performing better than the other groups, as measured by G.P.A.; that the passing students are enrolling for more credit units than the average of all students, and for about as many credit units as those who took, but did not pass the test; that those passing do enroll for English courses, despite their credit by examination, though for fewer units than do the test applicants who did not receive credit. Even these findings may need to be altered as data on the students' performance accumulates, however.

Those who wish to follow the progress of this follow-up study will find much of interest in the following tables, and the additional tables in future reports. But no final conclusions should be drawn until the data are complete.

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
ENGLISH EQUIVALENCY EXAMINATION

FOLLOW-UP STUDIES OF SPRING 1973 PARTICIPANTS

A PROGRESS REPORT

prepared for

THE CSUC ENGLISH COUNCIL

April 17, 1975
San Diego, California

TCSUC-Institutional Research
April 1975

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

English Equivalency Examination - Spring 1973

Total Applicants by Age Category

Age Category	Not Passing			Passing			Total		
	N	Rel.%	Cum.%	N	Rel.%	Cum.%	N	Rel.%	Cum.%
16 and under	3	0.1	0.1	4	0.3	0.3	7	0.2	0.2
17	187	6.9	7.0	94	6.9	7.2	281	6.9	7.1
18	2187	81.0	88.0	1076	79.3	86.5	3263	80.5	87.6
19	269	10.0	98.0	116	8.6	95.1	385	9.5	97.1
20	17	0.6	98.6	13	1.0	96.1	30	0.7	97.8
21	5	0.2	98.8	8	0.6	96.7	13	0.3	98.1
22	4	0.2	99.0	5	0.4	97.1	9	0.2	98.3
23	4	0.2	99.2	2	0.1	97.2	6	0.2	98.5
24	1	0.0	99.2	6	0.4	97.6	7	0.2	98.7
25 - 29	9	0.3	99.5	10	0.7	98.3	19	0.5	99.2
30 - 34	3	0.1	99.6	7	0.5	98.8	10	0.2	99.4
35 and over	10	0.4	100.0	16	1.2	100.0	26	0.6	100.0
All Ages	2699	66.5		1357	33.5		4056*	100.0	

*Age and/or Sex Data Unobtainable from 15 Applicants

TCSUC - Institutional Research
February 1975

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

Enrolled EEE Participants - Fall 1973
Component and Composite Scores by Sex

Sex	Converted Essay			Objective			Composite		
	Number	Mean	S.D.	Number	Mean	S.D.	Number	Mean	S.D.
Female	1913	49.28	7.90	1922	48.74	8.79	1913	98.07	14.25
Male	1379	46.20	8.36	1386	45.76	8.36	1379	91.96	14.13
Total	3292*	47.99	8.24	3308	47.49	8.74	3292*	95.51	14.51

* 16 Enrolled EEE participants did not complete the Essay component.

TCSUC - Institutional Research
September 1974

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
Enrolled EEE Participants - Fall 1973
Distribution by Sex

	Passing				Not Passing				Total	
Sex	Number	Percent Total Passing	Percent Sex	Percent Total Enrolled	Number	Percent Total Not Passing	Percent Sex	Percent Total Enrolled	Number	Percent Total Enrolled
Female	772	69.9	40.2	23.3	1150	52.2	59.8	34.8	1922	58.1
Male	332	30.1	24.0	10.0	1054	47.8	76.0	31.9	1386	41.9
Total	1104	100.0	-	33.4	2204	100.0	-	66.6	3308	100.0

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September 1974

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

Enrolled EEE Participants - Fall 1973
Component and Composite Scores by Ethnic Status

Ethnic Status	Converted Essay			Objective			Composite		
	Number	Mean	S.D.	Number	Mean	S.D.	Number	Mean	S.D.
American Indian	12	45.83	9.41	12	47.17	11.21	12	93.00	17.97
Black	18	44.61	8.60	19	38.53	6.75	18	83.72	12.61
Mexican American	44	44.27	8.13	44	41.64	8.63	44	85.91	14.82
Latin American	10	48.30	6.11	10	45.80	6.56	10	94.10	11.29
Oriental	98	45.85	8.69	99	43.76	7.66	98	89.71	14.22
Other Non-White	15	44.27	8.36	15	43.73	7.83	15	88.00	13.62
White	2089	48.50	8.24	2101	48.06	8.63	2089	96.58	14.41
All Other	57	48.33	8.64	58	45.90	8.96	57	94.56	15.11
No Response	949	47.38	8.03	950	47.25	8.80	949	94.66	14.30
All	3292*	47.99	8.24	3308	47.49	8.74	3292*	95.51	14.51

* 16 Enrolled EEE participants did not complete Essay component

TCSUC - Institutional Research
September 1974

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

Enrolled EEE Participants - Fall 1973
Distribution by Ethnic Status

Ethnic Status	Passing				Not Passing				Total	
	Number	Percent Total Passing	Percent Ethnic Status	Percent Total Enrolled	Number	Percent Total Not Passing	Percent Ethnic Status	Percent Total Enrolled	Number	Percent Total Enrolled
American Indian	4	0.4	33.3	0.1	8	0.4	66.7	0.2	12	0.4
Black	2	0.2	10.5	0.1	17	0.8	89.5	0.5	19	0.6
Mexican American	7	0.6	15.9	0.2	37	1.7	84.1	1.1	44	1.3
Latin American	2	0.2	20.0	0.1	8	0.4	80.0	0.2	10	0.3
Oriental	21	1.9	21.2	0.6	78	3.5	78.8	2.4	99	3.0
Other Non-White	2	0.2	13.3	0.1	13	0.6	86.7	0.4	15	0.5
White	748	67.8	35.6	22.6	1353	61.4	64.4	40.9	2101	63.5
All Other	16	1.4	27.6	0.5	42	1.9	72.4	1.3	58	1.8
No Response	302	27.4	31.8	9.1	648	29.4	68.2	19.6	950	28.7
All	1104	100.0	-	33.4	2204	100.0	-	66.6	3308	100.0

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THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
Enrolled EEE Participants - Fall 1973
Distribution by Class Level

Class Level	Passing				Not Passing				Total	
	Number	Percent Total Passing	Percent Class Level	Percent Total Enrolled	Number	Percent Total Not Passing	Percent Class Level	Percent Total Enrolled	Number	Percent Total Enrolled
First-Time Freshman	1029	93.2	32.8	31.1	2112	95.8	67.2	63.8	3141	95.0
Freshman	49	4.4	43.8	1.5	63	2.9	56.2	1.9	112	3.4
Sophomore	11	1.0	37.9	0.3	18	0.8	62.1	0.5	29	0.9
Junior	11	1.0	64.7	0.3	6	0.3	35.3	0.2	17	0.5
Senior	3	0.3	50.0	0.1	3	0.1	50.0	0.1	6	0.2
Post Baccalaureate	1	0.1	33.3	+	2	0.1	66.7	0.1	3	0.1
All Class Levels	1104	100.0	-	33.4	2204	100.0	-	66.6	3308	100.0

+Less than 0.1

TCSUC - Institutional Research
November 1974

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
Enrolled EEE Participants - Fall 1973
Component and Composite Scores by Campus

Campus	Converted Essay			Objective			Composite		
	Number	Mean	S.D.	Number	Mean	S.D.	Number	Mean	S.D.
Bakersfield	55	49.07	8.31	55	48.95	9.01	55	98.02	15.37
Chico	219	48.22	8.63	221	46.81	7.80	219	95.19	13.72
Dominguez Hills	33	45.79	8.35	33	43.94	6.67	33	89.73	12.36
Fresno	86	46.83	8.33	86	48.47	9.01	86	95.29	14.60
Fullerton	312	47.84	8.31	312	48.36	9.22	312	96.24	15.18
Hayward	117	47.93	8.31	118	47.73	8.62	117	95.73	14.83
Humboldt	253	48.76	8.69	255	48.49	9.38	253	97.25	15.81
Long Beach	207	48.19	7.53	207	48.00	8.38	207	96.19	13.60
Los Angeles	67	47.30	8.87	68	45.44	10.46	67	92.93	17.26
Northridge	271	47.56	8.14	272	46.30	8.50	271	93.91	14.18
Pomona	214	47.17	7.50	215	46.05	8.08	214	93.23	13.24
Sacramento	138	46.57	7.62	138	47.59	9.21	138	94.16	14.11
San Bernardino	31	45.00	6.89	31	48.26	9.41	31	93.26	14.11
San Diego	341	48.17	8.12	344	47.13	8.41	341	95.28	13.90
San Francisco	217	49.14	8.43	217	48.16	8.52	217	97.28	14.24
San Jose	274	48.42	8.42	275	46.64	8.26	274	95.17	14.57
San Luis Obispo	329	47.43	8.25	332	47.61	8.60	329	95.09	14.14
Sonoma	95	50.19	7.75	96	51.13	9.47	95	101.23	14.69
Stanislaus	33	49.49	9.78	33	47.58	10.81	33	97.06	18.79
All Campuses	3292*	47.99	8.24	3308	47.49	8.74	3292*	95.51	14.51

*16 Enrolled EEE participants did not complete the Essay component

TCSUC - Institutional Research
September 1974

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
Enrolled EEE Participants - Fall 1973
Distribution by Campus

Campus	Passing				Not Passing				Total	
	Number	Percent Total Passing	Percent Campus Enrolled	Percent Total Enrolled	Number	Percent Total Not Passing	Percent Campus Enrolled	Percent Total Enrolled	Number	Percent Total Enrolled
Bakersfield	21	1.9	38.2	0.6	34	1.5	61.8	1.0	55	1.7
Chico	73	6.6	33.0	2.2	148	6.7	67.0	4.5	221	6.7
Dominguez Hills	6	0.5	18.2	0.2	27	1.2	81.8	0.8	33	1.0
Fresno	32	2.9	37.2	1.0	54	2.5	62.8	1.6	86	2.6
Fullerton	114	10.3	36.5	3.4	198	9.0	63.5	6.0	312	9.4
Hayward	44	4.0	37.3	1.3	74	3.4	62.7	2.2	118	3.6
Humboldt	99	9.0	38.8	3.0	156	7.1	61.2	4.7	255	7.7
Long Beach	70	6.3	33.8	2.1	137	6.2	66.2	4.1	207	6.3
Los Angeles	21	1.9	30.9	0.6	47	2.1	69.1	1.4	68	2.1
Northridge	79	7.2	29.0	2.4	193	8.8	71.0	5.8	272	8.2
Pomona	60	5.4	27.9	1.8	155	7.0	72.1	4.7	215	6.5
Sacramento	42	3.8	30.4	1.3	96	4.4	69.6	2.9	138	4.2
San Bernardino	8	0.7	25.8	0.2	23	1.0	74.2	0.7	31	0.9
San Diego	111	10.1	32.3	3.4	233	10.6	67.7	7.0	344	10.4
San Francisco	79	7.2	36.4	2.4	138	6.3	63.6	4.2	217	6.6
San Jose	92	8.3	33.5	2.8	183	8.3	66.5	5.5	275	8.3
San Luis Obispo	103	9.3	31.0	3.1	229	10.4	69.0	6.9	332	10.0
Sonoma	40	3.6	41.7	1.2	56	2.5	58.3	1.7	96	2.9
Stanislaus	10	0.9	30.3	0.3	23	1.0	69.7	0.7	33	1.0
All Campuses	1104	100.0	-	33.4	2204	100.0	-	66.6	3308	100.0

TCSUC - Institutional Research
September 1974

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
Enrolled EEE Participants - Fall 1973
Component and Composite Scores by Major Field of Study

Major	Converted Essay			Objective			Composite		
	Number	Mean	S.D.	Number	Mean	S.D.	Number	Mean	S.D.
Undeclared	794	47.74	8.41	799	47.48	8.81	794	95.27	14.77
Agriculture and Natural Resources	140	46.71	8.15	141	46.34	8.38	140	93.15	13.76
Architecture and Environmental Design	32	45.94	7.93	32	47.69	7.23	32	93.63	12.82
Area Studies	4	57.50	3.87	4	52.25	8.26	4	109.75	11.59
Biological Sciences	347	47.65	8.44	348	47.23	8.65	347	94.90	14.67
Business and Management	284	47.11	7.31	284	44.12	7.33	284	91.23	12.03
Communications	111	50.03	8.25	112	49.20	7.97	111	99.27	13.83
Computer and Information Sciences	16	42.88	8.93	17	44.88	9.13	16	88.19	16.27
Education	108	47.67	8.05	108	45.61	8.52	108	93.28	14.38
Engineering	140	43.94	7.88	140	45.56	9.01	140	89.50	13.87
Fine and Applied Arts	229	49.27	8.06	231	49.59	8.71	229	99.03	13.90
Foreign Languages	43	49.58	10.70	44	51.16	9.48	43	100.61	17.89
Health Professions	129	47.81	8.22	129	45.63	8.82	129	93.44	14.45
Home Economics	55	48.58	7.49	55	45.56	8.57	55	94.15	13.66
Letters	164	51.02	7.70	165	51.87	8.46	164	102.89	13.46
Mathematics	90	48.34	8.05	91	47.77	8.34	90	96.18	14.54
Physical Sciences	95	47.31	8.22	96	47.49	9.58	95	94.75	15.97
Psychology	117	49.23	7.41	117	49.11	8.75	117	98.34	14.02
Public Affairs and Services	43	49.51	8.46	43	47.23	9.76	43	96.74	15.14
Social Sciences	280	48.88	8.22	280	48.36	8.62	280	97.24	14.63
Interdisciplinary Studies	71	46.99	7.32	72	48.14	7.46	71	95.42	11.83
All Majors	3292*	47.99	8.24	3308	47.49	8.74	3292*	95.51	14.51

*16 Enrolled EEE participants did not complete the Essay component

TCSUC - Institutional Research
September 1974

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
Enrolled EEE Participants - Fall 1973
Distribution by Major Field of Study

Major	Passing				Not Passing				Total	
	Number	Percent Total Passing	Percent Major	Percent Total Enrolled	Number	Percent Total Not Passing	Percent Major	Percent Total Enrolled	Number	Percent Total Enrolled
Undeclared	259	23.5	32.4	7.8	540	24.5	67.6	16.3	799	24.2
Agriculture and Natural Resources	37	3.4	26.2	1.1	104	4.7	73.8	3.1	141	4.3
Architecture and Environmental Design	9	0.8	28.1	0.3	23	1.0	71.9	0.7	32	1.0
Area Studies	3	0.3	75.0	0.1	1	0.0	25.0	0.0	4	0.1
Biological Sciences	109	9.9	31.3	3.3	239	10.8	68.7	7.2	348	10.5
Business and Management	53	4.8	18.7	1.6	231	10.5	81.3	7.0	284	8.6
Communications	55	5.0	49.1	1.7	57	2.6	50.9	1.7	112	3.4
Computer and Information Sciences	4	0.4	23.5	0.1	13	0.6	76.5	0.4	17	0.5
Education	32	2.9	29.6	1.0	76	3.4	70.4	2.3	108	3.3
Engineering	22	2.0	15.7	0.7	118	5.4	84.3	3.6	140	4.2
Fine and Applied Arts	97	8.8	42.0	2.9	134	6.1	58.0	4.1	231	7.0
Foreign Languages	20	1.8	45.5	0.6	24	1.1	54.5	0.7	44	1.3
Health Professions	39	3.5	30.2	1.2	90	4.1	69.8	2.7	129	3.9
Home Economics	19	1.7	34.5	0.6	36	1.6	65.5	1.1	55	1.7
Letters	82	7.4	49.7	2.5	83	3.8	50.3	2.5	165	5.0
Mathematics	31	2.8	34.1	0.9	60	2.7	65.9	1.8	91	2.8
Physical Sciences	32	2.9	33.3	1.0	64	2.9	66.7	1.9	96	2.9
Psychology	54	4.9	46.2	1.6	63	2.9	53.8	1.9	117	3.5
Public Affairs and Services	17	1.5	39.5	0.5	26	1.2	60.5	0.8	43	1.3
Social Sciences	106	9.6	37.9	3.2	174	7.9	62.1	5.3	280	8.5
Interdisciplinary Studies	24	2.2	33.3	0.7	48	2.2	66.7	1.5	72	2.2
All Majors	1104	100.0	-	33.4	2204	100.0	-	66.6	3308	100.0

TCSUC - Institutional Research
September 1974

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

Enrolled EEE Participants vs Other Undergraduates
Percent Distribution by Major Field of Study
Fall 1973

Major	EEE Participants	First-Time Freshmen	Freshmen Transfers	Continuing & Returning Freshmen	All Freshmen	All Undergraduates
Undeclared	24.2	27.0	23.4	20.9	24.5	9.4
Agriculture and Natural Resources	4.3	4.0	3.0	3.0	3.5	2.8
Architecture and Environmental Design	1.0	0.7	0.3	0.9	0.7	0.9
Area Studies	0.1	0.1	0.2	0.2	0.1	0.3
Biological Sciences	10.5	8.5	7.6	8.6	8.5	6.3
Business and Management	8.6	9.3	12.1	9.5	9.7	14.1
Communications	3.4	2.4	2.1	2.3	2.3	2.2
Computer and Information Sciences	0.5	0.5	0.5	0.5	0.5	0.6
Education	3.3	4.5	4.8	5.1	4.8	7.1
Engineering	4.2	4.7	4.5	4.4	4.6	4.6
Fine and Applied Arts	7.0	6.9	6.7	7.7	7.1	6.9
Foreign Languages	1.3	1.7	1.5	1.7	1.7	1.6
Health Professions	3.9	3.5	3.2	3.5	3.4	4.2
Home Economics	1.7	1.9	2.3	2.2	2.0	2.2
Letters	5.0	3.6	3.7	4.9	4.1	5.5
Mathematics	2.8	2.5	1.6	2.2	2.3	1.9
Physical Sciences	2.9	2.4	1.3	2.6	2.4	2.1
Psychology	3.5	3.7	4.8	4.4	4.1	5.4
Public Affairs and Services	1.3	1.7	3.1	2.8	2.2	4.6
Social Sciences	8.5	8.9	10.5	11.3	9.9	14.8
Interdisciplinary Studies	2.2	1.6	2.8	1.5	1.7	2.3
All Majors	100.0	100.0	100.0	100.0	100.0	100.0

TCSUC - Institutional Research
November 1974

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THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
Enrolled EEE Participants - Academic Year 1973/74
High School and College Measures of Performance by Major Field of Study

Major	Passing				Not Passing				Total			
	CSUC GPA	HS GPA	SAT Math	SAT Verbal	CSUC GPA	HS GPA	SAT Math	SAT Verbal	CSUC GPA	HS GPA	SAT Math	SAT Verbal
Agriculture and Natural Resources	3.03	3.46	553	585	2.57	3.18	499	465	2.69	3.25	514	497
Architecture and Environmental Design	2.78	3.34	574	597	2.54	3.26	572	511	2.60	3.29	573	533
Area Studies	3.02	3.41	520	550	3.21	3.58	540	570	3.07	3.45	527	557
Biological Sciences	3.10	3.35	572	587	2.62	3.21	511	475	2.77	3.25	531	511
Business and Management	3.26	3.36	556	546	2.79	3.24	519	462	2.88	3.26	526	477
Communications	3.01	3.34	517	547	2.67	3.17	484	473	2.84	3.25	501	511
Computer and Information Sciences	3.49	3.64	628	578	2.57	3.29	569	487	2.80	3.37	583	508
Education	3.26	3.51	564	535	2.73	3.18	463	428	2.89	3.28	495	461
Engineering	2.92	3.58	674	599	2.68	3.30	583	491	2.72	3.35	597	508
Fine and Applied Arts	3.14	3.51	531	568	2.82	3.27	480	471	2.95	3.37	501	512
Foreign Languages	3.26	3.29	532	590	2.87	3.37	454	478	3.05	3.33	493	534
Health Professions	3.10	3.46	524	566	2.71	3.24	476	440	2.83	3.31	491	481
Home Economics	3.24	3.47	552	543	2.57	3.33	476	430	2.80	3.38	508	477
Interdisciplinary Studies	3.12	3.37	501	537	2.93	3.22	495	473	2.99	3.27	497	494
Letters	3.06	3.35	524	560	2.85	3.23	469	477	2.95	3.29	497	520
Mathematics	3.05	3.45	663	590	2.68	3.43	586	475	2.81	3.44	611	513
Physical Sciences	3.32	3.59	608	601	2.67	3.16	549	489	2.88	3.30	570	529
Psychology	3.07	3.31	526	566	2.96	3.29	479	451	3.01	3.30	501	505
Public Affairs and Services	3.23	3.41	534	589	2.68	3.10	433	455	2.89	3.23	474	510
Social Sciences	3.12	3.43	532	584	2.84	3.17	488	473	2.95	3.26	504	515
Undeclared	3.18	3.44	544	563	2.82	3.23	507	461	2.94	3.30	520	497
All Majors	3.13	3.42	549	569	2.76	3.23	507	467	2.88	3.30	521	502

TCSUC - Institutional Research
February 1975

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

Enrolled EEE Participants - Academic Year 1973-74

Intercorrelations of Various Student Measures
(All Enrolled Participants)

	College GPA	High School GPA	SAT Verbal	SAT Math	SAT Total	Converted Essay	Objective Score	Total Score
College GPA		.3918	.2786	.2202	.3003	.2846	.2891	.3348
High School GPA			.1990	.1993	.2237	.2329	.2199	.2644
SAT Verbal				.4017	.8302	.3906	.7232	.6551
SAT Math					.8372	.1389	.3267	.2759
SAT Total						.3142	.6225	.5521
Converted Essay							.4629	.8461
Objective								.8639

TCSUC - Institutional Research
April 1975

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

Enrolled EEE Participants - Fall 1973
Term Units Attempted (Fall 1973) by Campus

Campus	Number	Lower		Upper		Graduate		Total	
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Bakersfield	55	16.86	2.99	0.09	0.67	-	-	16.95	2.85
Chico	221	14.78	2.03	0.34	0.94	-	-	15.10	1.81
Dominguez Hills	33	14.42	3.78	0.55	1.95	-	-	14.97	2.72
Fresno	86	14.41	2.94	0.42	1.30	0.11	0.97	14.93	2.14
Fullerton	312	12.72	2.71	1.02	1.84	0.02	0.34	13.76	2.34
Hayward	118	13.54	2.18	0.48	1.42	-	-	14.02	1.20
Humboldt	255	14.20	3.08	0.89	1.77	-	-	15.08	2.57
Long Beach	207	13.16	2.42	0.52	1.49	-	-	13.68	1.20
Los Angeles	68	12.29	2.93	0.57	1.63	-	-	12.87	2.38
Northridge	272	13.56	3.07	1.30	0.43	-	-	13.98	2.82
Pomona	215	14.93	2.06	-	-	-	-	14.93	2.06
Sacramento	138	14.12	3.06	0.80	2.06	-	-	14.91	2.45
San Bernardino	31	14.19	4.15	1.77	3.78	-	-	15.97	2.26
San Diego	344	13.87	2.26	0.43	1.24	0.01	0.16	14.31	1.93
San Francisco	217	12.06	3.24	2.20	2.78	-	-	14.24	2.35
San Jose	275	15.21	1.97	0.23	0.83	-	-	15.44	2.07
San Luis Obispo	332	14.95	2.58	0.36	1.48	-	-	15.32	2.17
Sonoma	96	12.38	3.89	3.25	3.40	-	-	15.63	3.13
Stanislaus	33	13.27	2.68	0.27	0.88	-	-	13.55	2.76
All Campuses	3308	13.94	2.88	0.69	1.78	0.01	0.20	14.63	2.40

TCSUC - Institutional Research
September 1974

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

Enrolled EEE Participants - Fall 1973
Term Units Attempted (Fall 1973)
Passing Vs. Not Passing

	Number	Lower		Upper		Graduate		Total	
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Passing	1104	13.80	3.07	0.88	2.07	0.01	0.20	14.69	2.50
Not Passing	2204	14.00	2.77	0.60	1.60	+	0.19	14.60	2.35
Total	3308	13.94	2.88	0.68	1.78	0.01	0.20	14.63	2.40

+ Less than 0.01

TCSUC - Institutional Research
November 1974

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
Enrolled EEE Participants - Fall 1973
Term Units Attempted (Fall 1973) by Sex

Sex	Number	Lower		Upper		Graduate		Total	
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Female	1922	13.93	2.94	0.70	1.80	0.01	0.25	14.64	2.47
Male	1386	13.94	2.78	0.68	1.74	+	0.08	14.62	2.31
Total	3308	13.94	2.88	0.69	1.78	0.01	0.20	14.63	2.40

+ Less than 0.01

TCSUC - Institutional Research
September 1974

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
Enrolled EEE Participants - Fall 1973
Term Units Attempted (Fall 1973) by Ethnic Status

Ethnic Status	Number	Lower		Upper		Graduate		Total	
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
American Indian	12	14.67	1.96	-	-	-	-	14.67	1.96
Black	19	12.63	5.19	1.90	3.28	-	-	14.53	3.91
Mexican American	44	14.53	2.17	0.32	1.07	-	-	14.85	2.47
Latin American	10	13.90	3.07	0.80	1.75	-	-	14.70	3.30
Oriental	99	14.11	3.17	0.42	1.18	-	-	14.54	2.88
Other Non-White	15	13.90	2.54	0.80	1.78	-	-	14.70	1.58
White	2101	14.12	2.74	0.67	1.77	+	0.15	14.80	2.23
All Other	58	14.30	2.28	0.53	1.33	-	-	14.84	1.94
No Response	950	13.48	3.08	0.77	1.84	0.01	0.29	14.26	2.65
All	3308	13.94	2.88	0.69	1.78	0.01	0.20	14.63	2.40

+ Less than 0.01

TCSUC - Institutional Research
September 1974

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

Enrolled EEE Participants - Fall 1973
Term Units Attempted (Fall 1973) by Major Field of Study

Major	Number	Lower		Upper		Graduate		Total	
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Undeclared	799	13.55	2.99	0.72	1.77	0.02	0.38	14.29	2.47
Agriculture and Natural Resources	141	15.01	2.73	0.37	1.28	-	-	15.38	2.43
Architecture and Environmental Design	32	16.63	2.21	0.03	0.18	-	-	16.66	2.15
Area Studies	4	12.50	1.73	1.25	1.50	-	-	13.75	2.36
Biological Sciences	348	13.99	2.64	0.51	1.36	-	-	14.49	2.42
Business and Management	284	14.01	2.76	0.57	1.66	-	-	14.58	2.31
Communications	112	13.86	2.29	0.74	1.63	0.03	0.28	14.63	2.18
Computer and Information Sciences	17	14.94	2.23	0.53	1.59	-	-	15.47	1.85
Education	108	14.38	2.22	0.44	1.25	-	-	14.82	2.03
Engineering	140	14.60	2.48	0.20	1.21	-	-	14.80	2.20
Fine and Applied Arts	231	13.54	3.25	1.26	2.07	-	-	14.80	2.70
Foreign Languages	44	13.80	3.92	1.21	2.06	-	-	15.00	3.19
Health Professions	129	14.32	2.78	0.53	1.55	-	-	14.85	2.06
Home Economics	55	14.22	3.25	0.46	1.54	-	-	14.67	2.75
Letters	165	13.89	2.98	0.84	2.14	-	-	14.73	2.65
Mathematics	91	14.59	2.16	0.36	1.17	-	-	14.96	1.80
Physical Sciences	96	14.42	2.56	0.43	1.23	-	-	14.85	2.14
Psychology	117	12.86	3.16	1.56	2.77	-	-	14.42	2.02
Public Affairs and Services	43	14.72	2.27	0.30	1.04	-	-	15.02	1.85
Social Sciences	280	13.63	2.97	0.84	2.23	-	-	14.47	2.43
Interdisciplinary Studies	72	13.91	2.54	1.00	2.07	-	-	14.91	2.29
All Majors	3308	13.94	2.88	0.69	1.78	0.01	0.20	14.63	2.40

TCSUC - Institutional Research
September 1974

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
Enrolled EEE Participants - Academic Year, 1973/74
Measures of Performance by Discipline Area

Discipline Area	EEE Performance	SEU* N	SEU* Mean	SEU* S.D.	GPA** N	GPA** Mean	GPA** S.D.
English Courses	Passing	1093	1.90	2.72	467	3.09	0.96
	Not Passing	2180	3.17	2.46	1650	2.78	0.88
	Total	3273	2.75	2.62	2117	2.85	0.91
Writing Relevant Courses	Passing	1093	11.79	6.33	1068	3.15	0.75
	Not Passing	2180	10.96	6.30	2097	2.82	0.72
	Total	3273	11.24	6.32	3165	2.93	0.74
Other Courses	Passing	1093	13.64	7.51	1064	3.09	0.77
	Not Passing	2180	12.98	7.07	2107	2.70	0.82
	Total	3273	13.20	7.22	3171	2.83	0.82
All Courses	Passing	1093	27.33	6.36	1093	3.13	0.63
	Not Passing	2180	27.11	6.60	2180	2.76	0.65
	Total	3273	27.19	6.52	3273	2.88	0.67

* Semester Equivalent Units Completed - Academic Year 1973/74

** Grade Point Average - Academic Year 1973/74

TCSUC - Institutional Research
February 1975

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
Enrolled EEE Participants - Academic Year 1973/74
Measures of Performance by Major Field of Study

Major	Passing					Not Passing					Total				
		SEU*		GPA**			SEU*		GPA**			SEU*		GPA**	
	N	Mean	S.D.	Mean	S.D.	N	Mean	S.D.	Mean	S.D.	N	Mean	S.D.	Mean	S.D.
Agriculture and Natural Resources	37	29.10	6.23	3.03	0.83	104	28.04	8.30	2.57	0.78	141	28.32	7.80	2.69	0.81
Architecture and Environmental Design	9	28.15	4.73	2.78	0.38	23	28.36	7.61	2.54	0.62	32	28.30	6.85	2.60	0.57
Area Studies	3	28.56	2.99	3.02	0.66	1	24.00	-	3.21	-	4	27.42	3.34	3.07	0.54
Biological Sciences	107	26.75	6.51	3.10	0.70	236	26.45	7.11	2.62	0.70	343	26.55	6.92	2.77	0.74
Business and Management	52	28.06	6.60	3.26	0.54	229	27.58	6.16	2.79	0.58	281	27.67	6.24	2.88	0.60
Communications	55	27.61	5.68	3.01	0.66	56	26.52	5.19	2.67	0.55	111	27.06	5.44	2.84	0.63
Computer and Information Sciences	4	29.83	2.19	3.49	0.23	12	28.50	8.32	2.57	0.71	16	28.83	7.22	2.80	0.74
Education	32	28.78	4.92	3.26	0.50	76	27.47	6.57	2.73	0.64	108	27.86	6.13	2.89	0.64
Engineering	22	29.32	6.24	2.92	0.79	114	28.21	5.89	2.68	0.68	136	28.39	5.93	2.72	0.70
Fine and Applied Arts	95	28.37	5.64	3.14	0.67	133	25.30	6.71	2.82	0.70	228	26.58	6.45	2.95	0.71
Foreign Languages	20	28.28	6.83	3.26	0.62	24	27.76	7.72	2.87	0.59	44	28.00	7.25	3.05	0.63
Health Professions	39	27.94	5.72	3.10	0.48	89	27.11	6.16	2.71	0.66	128	27.36	6.02	2.83	0.64
Home Economics	19	28.30	4.89	3.24	0.51	36	28.05	8.91	2.57	0.65	55	28.13	7.71	2.80	0.68
Interdisciplinary Studies	24	27.26	6.28	3.12	0.44	48	27.05	7.70	2.93	0.61	72	27.12	7.21	2.99	0.56
Letters	82	27.37	6.99	3.06	0.60	82	27.05	7.13	2.85	0.70	164	27.21	7.04	2.95	0.66
Mathematics	31	29.00	4.32	3.05	0.82	59	27.97	5.33	2.68	0.71	90	28.32	5.00	2.81	0.77
Physical Sciences	31	27.69	6.39	3.32	0.49	63	27.74	5.74	2.67	0.76	94	27.72	5.93	2.88	0.75
Psychology	54	27.43	6.39	3.07	0.77	62	27.57	4.75	2.96	0.46	116	27.50	5.55	3.01	0.62
Public Affairs and Services	16	27.85	3.35	3.23	0.55	26	28.95	4.44	2.68	0.61	42	28.53	4.06	2.89	0.64
Social Sciences	104	27.82	5.43	3.12	0.67	173	27.57	6.53	2.84	0.64	277	27.66	6.13	2.95	0.66
Undeclared	257	25.55	7.26	3.18	0.55	534	26.64	6.46	2.82	0.59	791	26.28	6.74	2.94	0.60
All Majors	1,093	27.33	6.36	3.13	0.63	2,180	27.11	6.60	2.76	0.65	3,273	27.19	6.52	2.88	0.67

* Semester Equivalent Units Completed - Academic Year 1973/74
** Grade Point Average - Academic Year 1973/74

TCSUC - Institutional Research
February 1975

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Appendix A

ENGLISH EQUIVALENCY EXAMINATION 1974-75

BUDGET

Start-Up Costs:	
Personal Services	$12,771
Operating Expenses	8,526
TOTAL	$21,297

Note: The above includes administrative time, secretarial and student assistant help, printing (brochure and essay test questions), mailing, and travel (including that of various faculty committees).

Reading Costs:	
Readers and Professional Team	$17,675
Aides	1,540
Operating Expenses	7,981
TOTAL	$27,196

Note: The above operating expenses include transportation and per diem.

Follow-Up Costs:	
Summer administration and Preparation of final report	$5,600
Summer Clerical Assistance	250
Summer Operating Expenses	250
19 Campus Record Search for Follow-Up	1,152
TOTAL	$7,252

Assistance underwritten by The California State University and College campuses of Northridge, Pomona, San Bernardino; and by the Office of the Chancellor

Office Space, Northridge and San Bernardino
Telephone Usage, Northridge
Computer Time, Pomona
Key Punch Operator, Pomona
Statistician, Pomona
Development of Follow-Up Study, Chancellor's Office
Computer Time for Follow-Up Study, Chancellor's Office

Organizational and Personnel Chart

ENGLISH EQUIVALENCY EXAMINATION

Edward M. White *Richard W. Lid*

Internal Relations
- English Council
- Campus' of CSU & C
  - System
- Chancellor's Office
- Statewide Academic Senate

External Relations
- Professional Relations
  - Calif. Assoc. of Teachers of English
  - Conf. on College Comp. & Communication
  - College Entrance Examination Board
  - Departmental Workshops
  - Educational Testing Service
  - National Council of Teachers of English
  - Modern Language Association
- Public Relations
  - High Schools
  - Junior Colleges
  - Media
  - Students
  - University of California & other Colleges & Universities

Statistical Analysis
- Co-ordinates with Robert Bradley, Project Statistician

Test Follow-Up
- Co-ordinates with
  - Dean Leon L. Thomas, Institutional Research, Chancellor's Office

Overall Test Review

Overall Essay Test Production & Scoring
(see next page)

Budget
- Planning
- Travel
- Contracts
- Budget Control

Brochure Production
- Copy Preparation
- Printing
- Distribution

Arrangements for Essay Reading
- Kellogg-West
  - Housing
  - Food
  - Reader's pay
  - Travel

Organizational and Personnel Chart

JUNE ESSAY READING

1975

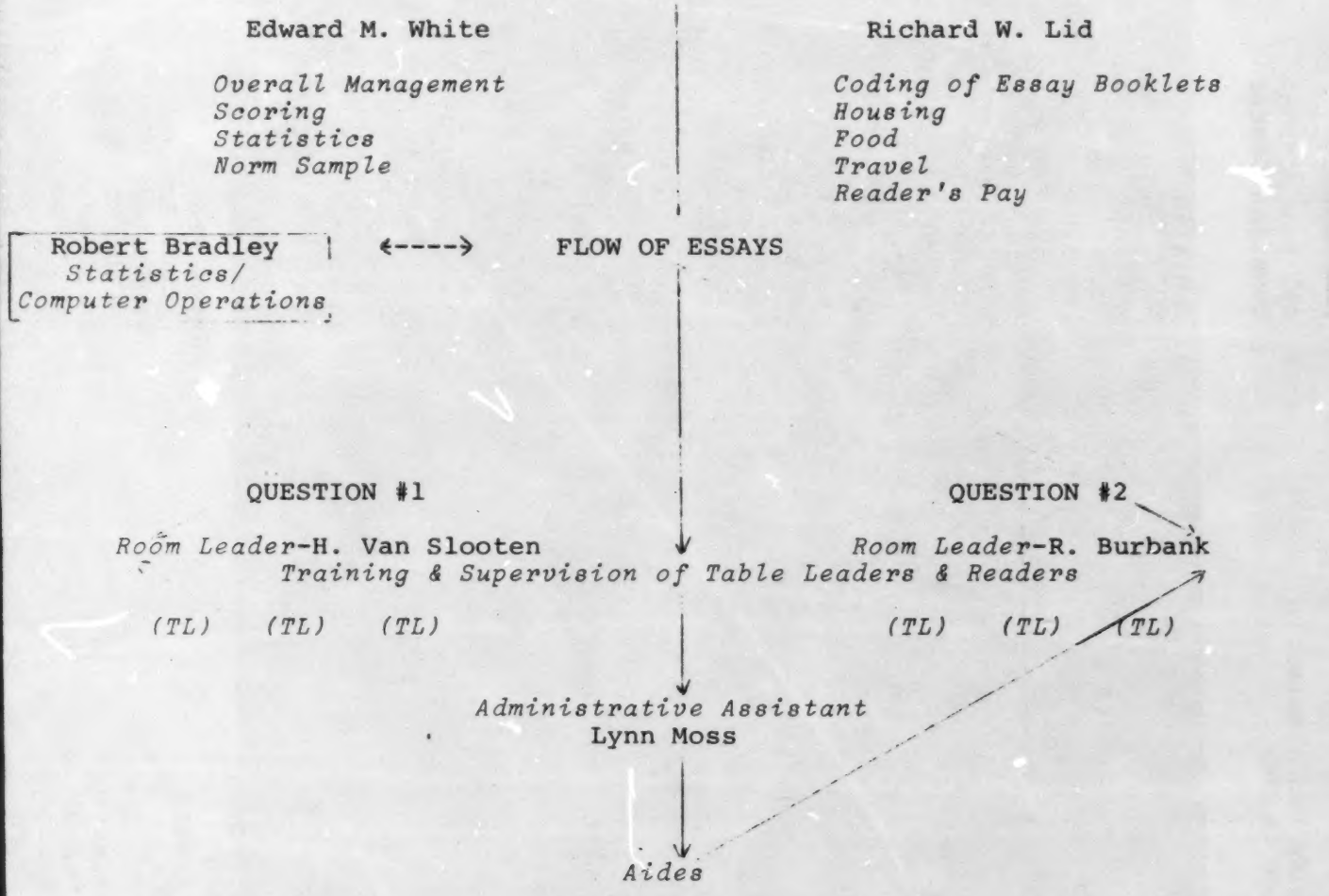

Table Leaders (TL)
R. Hodgman
E. Lothamer
R. Suter

Table Leaders (TL)
W. Robinson
L. Dunlap
J. Frey

TABLE CHART/READER ROSTER
June Essay Reading 1975

Question #1

Dr. Henry Van Slooten
Question Leader

Table #1

Robert Hodgman
CSU, Los Angeles
Cynthia Fuller
CSU, Fullerton
Richard Day
CSU, Humboldt
John White
CSU, Fullerton
Dan Buerger
CSU, San Jose
Victor Okada
CSPU, Pomona

Table #2

Eileen Lothamer
CSU, Long Beach
Thomas J. Elliott
CSPU, Pomona
Donald Veith
CSU, Chico
Sally Ewen
CSC, Sonoma
Robert Noreen
CSU, Northridge
Clifford Josephson
CSU, San Francisco

Table #3

Richard Suter
CSPU, Pomona
Ray McKnight
CSU, Fresno
Martha Cox
CSU, San Jose
Glenn Sandstrom
CSU, San Diego
Gilbert Prince
CSU, Chico
Wilbert O. Crockett
CSU, San Jose

Question #2

Dr. Rex Burbank
Question Leader

Table #4

William Robinson
CSU, San Francisco
David Renaker
CSU, San Francisco
Marvin Klotz
CSU, Northridge
Elaine Osio
CSU, Los Angeles
Marilyn Sutton
CSC, Dominguez Hills
Jack Conner
CSU, Hayward
Soloman Iyasere
CSC, Bakersfield

Table #5

Lennis Dunlap
CSU, Chico
John Carroll
CSC, Stanislaus
Arlene Okerlund
CSU, San Jose
Dan McLeod
CSU, San Diego
Rebecca Rio-Jelliffe
University of Redlands
Edward Borowiec
CSU, Long Beach
Tony Arthur
CSU, Northridge

Table #6

James Frey
CSU, Fresno
Ron Santora
CSU, Sacramento
Agnes Yamada
CSC, Dominguez Hills
Larry Kramer
CSC, San Bernardino
Edward Cairns
CPSU, San Luis Obispo
Robert Wylder
CSU, Long Beach
A. J. Stupple
CSU, Fullerton

Appendix C

USE OF EXTERNAL MEDIA

Efforts were made in 1975, as in the first two years of the program, to bring the English Equivalency Examination to public attention by means of the communications media. While it was not expected that these efforts would succeed as well as in 1973 when the program was new (and therefore "news"), the volume of clippings and the amount of radio and television time clearly were larger than in 1974.

The media program was arranged and coordinated by the Chancellor's Public Affairs Office. A general announcement of the 1975 English Equivalency Examination program was sent to the news media in February, followed by the sending of packets of spot announcements to public service directors of radio and television stations. A separate release was addressed to editors of high school student newspapers. The Chancellor's Public Affairs Office also contacted counterpart offices on the 19 campuses with the suggestion they develop localized releases concerning the testing program. This was done at approximately one-half of the campuses.

All the foregoing approaches were used in 1973 and 1974, as well as in 1975. An additional approach, employed for the first time this year, in the opinion of the Chancellor's Public Affairs Office staff, contributed greatly toward obtaining media attention for the English Equivalency Examination. This was the scheduling of interview sessions with the press in various parts of the State by the project's co-director, Dr. Edward M. White, from March 24 through April 3.

Dr. White, following an overall schedule arranged by the Chancellor's Office, established contacts with public affairs personnel on the Long Beach, San Luis Obispo, Bakersfield, Fresno, San Jose, San Diego, Sacramento, Chico, Sonoma and Northridge campuses. These individuals arranged for Dr. White to meet with representatives of local newspapers, radio and television stations. The formats varied from individual interviews to press conferences with attendance by several reporters. In media appearances at most campuses Dr. White was joined by the Chairman of the campus' English Department whose presence and participation served to reinforce local interest and involvement in the testing project. At Sonoma, Dr. White, in addition to meeting with media representatives, described the testing program at a campus-arranged gathering of high school English teachers, counselors and principals, many of whom evidenced considerable interest in bringing the examination to the attention of their students.

Evaluation of the overall program of press releases, public

service announcements for radio and TV, campus-originated news releases and the "grassroots" media itinerary of Dr. White is, at best, subjective. Newspaper clippings received by the Chancellor's Public Affairs Office totaled approximately 160 column inches, almost twice that of the previous year. One hundred eighty-four students who took the examination reported they first heard about it through the communications media--145 by means of newspapers, 29 via radio and 10 through television (see Tables C-1 and C-II). While somewhat fewer Californians would have learned during the spring about a forthcoming opportunity to earn English credit by means of taking an examination if the media approaches had not been utilized (in fact, there are substantial institutional benefits in such approaches apart from informing students about the examination), and still others likely would not have applied without the additional media stimulus, the Chancellor's Public Affairs staff is of the opinion that priorities should be changed.

Because the English project, in its present form and in the absence of such journalistic hallmarks as controversy, is no longer "news," future-oriented publicity about the program and application deadlines, etc., can be increasingly expected to be treated routinely by the media. Though attempts should continue to obtain advance publicity, the focus should shift to the building of sustained awareness, and with greater emphasis on the CSUC's relations with schools staff. In 1976 the Chancellor's Public Affairs staff proposes a procedure through which names of students who pass the examination can be released to the news media during the late summer months. This procedure will need to be consonant with provisions of the State Education Code and the federal Family Educational Rights and Privacy Act of 1974, which govern the release of information about individual students. It is believed that this means of publicly recognizing the accomplishments of able students will assist in bringing about sustained interest in the examination program.

It is felt, however, that aspects of the 1975 public affairs program, primarily the preparation and mailing of special announcements to high school student newspapers, should not be continued, and that packets to radio and television public service directors should be reduced. Efforts to reach prospective test applicants through the public media can be supplanted, at least in part, by direct approaches to high school teachers and counselors coordinated through the relations with schools function of The California State University and Colleges.

TABLE C-1

The following questionnaire was completed by the students who took the 1975 English Equivalency Examination.

A tabulation by campus test center is on the following page.

Please indicate how you first learned about the English Equivalency Test by checking one of the items below.

____ 1. High school counselor

____ 2. High school English teacher

____ 3. Poster

____ 4. Friends

____ 5. Newspaper

____ 6. TV

____ 7. Radio

____ 8. Application mailed to my home

____ 9. Other

Where did you get your application? Please check one item below.

____ 1. High school counselor/Counseling Office

____ 2. High school English teacher/English Department Office

____ 3. In the mail from one of the California State Universities or Colleges

____ 4. Picked it up at a California State University Admissions or Testing Office

____ 5. Other

Questionnaire tabulation by campus test center

TABLE C-2

QUESTION	1	2	3	4	5	6	7	8	9	1	2	3	4	5
Bakersfield	17	11	0	12	12	0	0	26	13	19	12	42	16	5
Chico	13	19	0	4	2	3	1	7	7	23	11	11	8	2
Dominguez Hills	5	7	0	6	2	0	0	35	4	8	4	86	3	3
Fresno	25	47	0	12	29	4	2	10	11	40	33	135	21	2
Fullerton	31	52	2	15	12	0	3	277	21	22	11	339	16	5
Hayward	14	9	0	5	7	0	0	76	4	24	18	83	0	0
Humboldt	5	6	0	1	0	0	0	32	2	3	3	36	5	0
Long Beach	22	32	1	20	3	0	6	148	13	40	13	172	11	9
Los Angeles	19	9	0	6	2	0	2	93	4	15	4	92	9	2
Northridge	48	61	5	27	10	0	10	325	17	61	14	381	32	11
Pomona	35	24	1	9	0	0	3	132	8	38	6	145	1	4
Sacramento	21	20	0	9	5	0	0	65	9	22	7	83	17	3
San Bernardino	7	23	0	1	4	0	0	20	9	13	16	22	12	2
San Diego	16	23	0	4	14	2	0	145	24	43	5	163	19	4
San Francisco	15	26	1	8	2	0	0	65	4	26	16	79	4	0
San Jose	25	22	1	36	5	0	0	221	9	30	8	248	24	4
San Luis Obispo	19	12	1	12	17	1	1	32	12	23	7	42	28	2
Sonoma	8	27	2	3	13	0	1	18	7	19	16	30	11	3
Stanislaus	11	30	1	4	6	0	0	21	7	19	21	36	4	0
TOTALS	356	460	15	194	145	10	29	1748	185	488	225	2225	241	65

APPENDIX D

FOUR ISSUES FOR FACULTY IN EQUIVALENCY TESTING

by Edward M. White

The following statement was requested by The California State University and Colleges English Council during a discussion of equivalency testing at the Spring 1975 council meeting. The statement seeks to summarize and to consider systematically the major theoretical and practical issues that arise from the awarding of college credit to students who have not completed college courses.

The four major headings which follow subsume most of the problems that usually emerge when faculty discuss credit by evaluation. The first section, "College 'Credit' and 'The Value of the Classroom Experience'" focuses on theoretical problems; section two, "Cheap and Easy Testing" deals with the practical problem of evaluation; section three, "Local Option", speaks to both theoretical and practical problems for a multi-campus system of higher education; the last section, "Work Load and Staffing" deals with the serious issue of support for faculty working in this innovative area.

This 1975 statement should be supplemented by the material contained in Comparison and Contrast, 1973 (published by the Office of the Chancellor), which contains the theoretical and practical discussions which led to the establishment of the English Equivalency program.

I. College "Credit" and "The Value of the Classroom Experience"

Basic to the concept of credit-by-evaluation is the assumption that it is possible for some students to learn outside the college classroom that which most students learn inside the college classroom. A second, almost as basic assumption, has to do with the definition of college credit. College credit is commonly defined in practice as a combination of time spent in learning and ability demonstrated. Thus, a college course is usually defined as so many hours spent in class, a certain amount of classroom preparation and performance,

and finally a performance evaluation, usually in the form of a grade given by the instructor. At different times and at different places, one or the other of these two concepts predominate. Thus in some, though by no means all, versions of contract grading or of credit/no credit grading, the determining element for college credit is time spent in a learning activity; in other circumstances, such as the many college courses where the entire course grade is determined by performance on a term paper or a final examination or both, what counts most in determining college credit is the student's ability to demonstrate his learning at a particular time and place.

Before it is possible to accept the theory of credit-by-evaluation, two premises must be accepted: 1) college credit must be defined in terms of the demonstration of some level of ability, and 2) it is possible that a student can (and that some students will) obtain these abilities outside the classroom as well as they would inside the classroom.

Both of these concepts pose difficulties, but the difficulties are considerably reduced if we consider that those who are able to gain college level ability outside of the college classroom are likely to be a relatively small number of able and ambitious students. It is never likely that large numbers of students will be able to gain credit-by-evaluation, since that would mean, by definition, that a large number of students in our classes already know that which we are asking them to learn. If that should be the case, curriculum revisions are obviously in order.

It is thus possible to rephrase the two assumptions I have been discussing in a single statement: since it is well known that certain able and ambitious students are able to acquire college level abilities without taking specific college courses, these particular students ought to have the opportunity to demonstrate what they have learned and, if judged successful, to gain college credit for what they know regardless of where they have learned what they know.

Many faculty feel that such a statement represents an attack upon the value of the classroom experience, as well as a depreciation of the less quantifiable values involved in education. In this view, a student should begin his college education at whatever ability level he happens to be (with decreasingly few exceptions at the low end of the scale), spend four years (or equivalent in courses) learning at the college level, to emerge four years wiser at the end of his course of study. By this line of reasoning, high ability students should not gain equivalency credit for what they have learned outside of class, since that knowledge simply gives them a higher starting step on the precipitous ladder of learning: advanced standing would, in fact, be damaging to such students for college credit without course work will deprive them of heights they might otherwise reach. In addition, the excitement and humanizing experiences of classes ought not to be missed, since the very experience of the class is central to the educational process and to college credit.

This argument contends that measurement is not central to education, or to the concept of college credit; what matters is the engagement of students in a vital dialogue, in the process of humanizing, expanding, and growing. That which is measurable tends to replace that which is important, and credit by evaluation tends to reward mere competence and mechanical performance. The purpose of education, the argument continues, is not to accumulate credits but to humanize and develop students to the maximum of their potential in the time available for study.

But, valuable as these assertions about the importance of the classroom are (and they can be multiplied), they do not speak to the issue. Credit by evaluation allows the exceptional student to substitute a more advanced learning situation for a less advanced one, to study what he does not know instead of repeating what he does know; every study of student use of equivalency credit shows students enhancing rather than abbreviating their college careers. It is not an attack upon the classroom experience to state the obvious fact that not all

valuable learning occurs in the classroom. Nor is it fair to argue that credit by evaluation supports mediocrity; it is the superior, independent learner who can satisfy demanding measures of performance without college instruction. Careful evaluation instruments can avoid the mechanical measuring of mechanical performance, and credit by evaluation can provide a useful standard of excellence beyond normal classroom performance.

In short, it is not appropriate to place a learning experience (the classroom) in opposition to a measurement device. The appropriate logic would be to see as parallel the independent learning experience, whatever it may have been, and the classroom experience; again, the evaluation devices for giving credit should be placed one against the other. It is certainly appropriate, however, to argue that a measurement device used to evaluate an unknown experience needs to be particularly searching and sensitive, since many of the various and complex measures often used by classroom instructors can not be replicated outside the classroom. Both independent and classroom learning can coexist without depreciating each other.

One further argument along these lines maintains that even students who have mastered the material of a class ought nonetheless to take the class, since there is always something to be learned, since the classroom experience is in itself valuable, and since it is useful to the instructor to have a good model and unofficial aid for teaching purposes.

The last argument, when seen from the perspective of the exceptionally able student, is wholly unvalid. The student will argue that he will profit far more from studying new material than old, and that his purpose in school is not to become an unofficial teaching assistant. He will also argue that the supposed value of the classroom experience is unlikely to impress a student who already knows what the rest of the class is seeking to learn.

The basic argument here is that an able student may well be placed

in an appropriate class, but that he should not receive college credit for what he knows. This view reasserts the position that credit should be considered as time spent learning in class, and that to award credit for work outside of class is to abbreviate and cheapen the college degree.

I do not think it is possible to maintain this argument with consistency or with a reasonable regard for the way students proceed on or perceive their college careers. Few would argue that we should rescind participation in the highly regarded Advanced Placement Program, or revoke opportunities for course challenges, or deny the many ways in which campuses and departments encourage independent study for credit. Furthermore, the number of students who see college as a four-year residential sequence is not large enough in our system to determine a pattern for the meaning of the college degree. In fact and in practice, the college degree consists of a series of learning experiences, given college credit when evaluated by faculty, which may be quite condensed or may last for a decade, or longer. We need not fear that to value learning outside of class is to devalue the learning and experiences that take place in class. Reasonable limits to the amount of credit obtainable without class work can ensure varied learning experiences.[1] We need to value, and take responsibility for evaluating all methods of academically relevant learning, however and wherever they occur.

It is therefore altogether proper, consistent, and appropriate to award college credit by evaluation, as long as the evaluation is administered with care and due regard for academic standards.

II. Cheap and Easy Testing

If we accept the premise as stated above, the problem narrows considerably. It is appropriate, even academically necessary to insist that evaluation instruments for awarding college credit be of high

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1. It is so unusual for students to pass several careful equivalency tests that such institutions as Harvard University grant sophomore standing to entering students with scores of 3,4,or 5 on three separate Advanced Placement Examinations.

and demanding quality. On the other hand, it is inappropriate, uninformed, or confused to maintain that no evaluation can ever be proper unless a college course has been taken, or that all evaluation instruments must be cheap and easy, or that the only motive for credit by evaluation is to save money. Particularly when emotional resistance to credit-by-evaluation is high, some opponents will assume that poor evaluation instruments--and they abound inside as well as outside the classroom--are the only evaluation instruments. Such arguments interfere with the major issue, which is to see to it that only fair, rigorous, and up-to-date evaluation instruments and procedures are used.

There are good grounds for faculty suspicions of credit-by-evaluation instruments, and any careful defense of credit-by-evaluation must respect these suspicions as a safeguard against poor practice. Invalid tests are handy, sometimes nationally advertised; careful procedures are usually costly; some proponents are in fact eager to save money, perhaps too eager; most faculty put their best efforts into teaching and research, not evaluation, and are appropriately uneasy about the claims made by specialists in evaluation.

Nonetheless, faculty are inevitably involved in evaluation procedures as a part of their function, and this activity must extend beyond their own classrooms. It is clear that careful credit-by-evaluation instruments have been or can be constructed in many disciplines; it is by no means apparent that the most widely used instruments are the best. It is also clear that if faculty do not involve themselves in constructing, updating, and scoring such instruments, there is little chance that some of the tests and procedures now subject to criticism will improve.

Since credit-by-evaluation is proper and appropriate, it is necessary that faculty actively participate in the creation or selection of the instruments used. No one should suppose that all, or even many such instruments will be machine-scored tests. Essays, portfolios, laboratory experiences, etc., are necessary parts of many

evaluation procedures; it is also necessary to use careful quality controls to ensure that college credit is not easily given away on the basis of a single performance. No one should suppose that credit-by-evaluation will always be inexpensive, though it will often turn out to be less costly than conventional instruction and evaluation. In short, standards for the award of credit by evaluation need to be at least as high as those enforced by faculty in their courses; in practice, evaluation standards tend to be considerably higher (and some would say more reliable and more meaningful) than course grades.[1]

Thus, while there is considerable validity to many faculty reservations about existing tests, there is nothing endemic to the process that mandates that they be faulty. Indeed, if faculty become involved as they should in their development, validation, and periodic review, credit-by-evaluation can become (as it already is in the Advanced Placement Program) a high quality, high prestige addition to our academic program.

III. Local Option

Many faculty accept the argument that credit-by-evaluation is proper, and that appropriate evaluation procedures can and should be used; the sticking point for them becomes the specter of a system-wide evaluation program that diminishes local control. The very real fear that some central agency, often imagined as "The Chancellor's Office", will mandate curriculum or manipulate standards has been a serious stumbling block to the establishment of credit-by-evaluation opportunities for students.

There is in fact a real problem here that calls for creative solutions. For there are important advantages to establishing systemwide procedures and/or instruments. If these advantages can be gained without

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1. The fall 1974 CSUC English Council considered the results of the norm sample used for the CSUC English Equivalency Examination, and resolved that the standards of the test (rather than of course grades) should be considered the standards of the profession.

immediate or long term adverse effects, an important advance in opportunity will have been made.

There are many ways in which a systemwide evaluation system is preferable to the usual local challenge examination system. In the first place, a systemwide instrument is likely to have a reliability and consistency that is hard to achieve under what are often loosely administered local procedures; part of this reliability is likely to be a direct result of the fact that a systemwide test committee would be given time and resources to accomplish its task, while many challenge examinations cannot receive the attention they deserve from overloaded faculty. Two advantages flow from this reliability of a systemwide, appropriately financed program: with larger numbers of applicants for credit, it is easier to require high standards of performance and to use statistically meaningful norm groups; the publicized presence of such a program would influence student preparation and stimulate high school or adult school offerings of high quality--thus exerting a force to upgrade curriculum at all levels. Additionally the availability of a systemwide program would open new opportunities to those unaware of local programs, unable to get to the local program, or unwilling to take the risk that some students (rightly or wrongly) feel is involved in "challenging" (the term is provocative) a local faculty member. Yet another advantage of a systemwide program is economy; even very expensive equivalency programs, such as the essay portion of the English Equivalency Examination, become economically feasible when done on a relatively large scale (as compared with 19 campus-based programs).

Yet another important advantage of a systemwide program of equivalency testing resides in the potential transferability of credit. As our students move through our campuses, and those of community colleges and other universities, they continue to confront contradictory policies on credit-by-evaluation. The best students, the ones who are passing such programs, encounter frequent delays or denials of credit they thought they had earned, and find it hard to respect the reasons they are given. As long as a bewildering array of national

and local (and even highly personal) evaluation systems are in effect, students are put in an extremely awkward position, even as institutions seek to protect their standards from abuse. If some normalization of transfer policies can take place through the establishment of recognized high quality instruments of evaluation, a serious irritant to mobile independent learners will have been turned into an encouragement and an opportunity.

High quality systemwide evaluation instruments need not interfere with the desirable variety among our institutions. Such instruments could well have locally developed and administered sections, which reflect local emphases, as a systemwide committee has recommended for the social sciences. In any event, local challenge examinations would be likely to continue. Furthermore, the acceptance of credit from a systemwide evaluation instrument need not affect local curriculum; we accept transfer credit from a wide variety of sources now without feeling it necessary to alter curriculum, and equivalency credit should be treated exactly the same as transfer credit.

IV. Work Load and Staffing

Two major problems in the area of workload and staffing emerge when equivalency credit becomes an issue. One is a serious emotional issue, rather than a practical one; the other is a practical issue that calls for careful reexamination of workload formulas.

The emotional issue develops from a simple concern that faculty jobs will be lost as a result of students earning equivalency credit. There is a superficial logic to this argument: if students do not take a course, because they have credit for it, then the teacher of that course is dispensable. Even if this argument were supported by facts (it isn't), it would hardly serve to oppose credit-by-evaluation; students surely should not be made to take course work they already know just to make jobs for faculty. But since studies show that students gaining equivalency credit tend to take additional work in that field, and to take more units than other students, the

effect on faculty jobs is negligible.

The most effective evidence on this score is emerging from the follow-up studies of students who gained English equivalency units in 1973. Preliminary results are encouraging. Over four thousand students took the systemwide English Equivalency Examination in that year, and about one-third of them passed; approximately 3,300 of the total group enrolled on a CSUC campus, 1,104 with equivalency units. (It is unlikely that any reasonable equivalency procedure would attract higher numbers in a single discipline.)

The large numbers allow for some conclusions on staffing. The test examined the equivalent of three students from each freshman composition section, and awarded six units to one of the three. Approximately two-thirds of those receiving the unit credit took an English course in the freshman year nonetheless, and on the average the passing students took one more course in the freshman year than the usual student. There has been no discernible effect on English department staffing, even from this large number of students; indeed some departments are actively using the systemwide English Equivalency Examination as a recruiting device.

While there is no evidence to support the fear that equivalency programs, even on a large scale, will cost faculty jobs, there is cause for concern about the level of faculty compensation for involvement in credit-by-evaluation. The systemwide programs, most notably the English Equivalency Examination, have been adequately funded, and faculty have been properly compensated for their time. Local challenge programs are not properly funded if funded at all, and there is little incentive beyond the grants from New Program Development to develop careful local programs.

The basic problem here comes from the complex nature of equivalency programs. Some can be fairly simple and inexpensive to develop and administer; others are very complicated and costly; some involve direct evaluation of prior learning; others may call for counseling

and verge upon directed independent study. Current formulas do not seem to take account of this complexity, and a study of ways to revise funding in this area is now under way.

V. Conclusion

When the basic facts and issues stand out from the confusion and emotions that too often obscure them, certain conclusions are inescapable. Students who are able and ambitious enough to learn college level material on their own ought to be examined carefully, by faculty-designed or faculty-approved evaluation instruments; if a student passes, he or she should receive college credit. Evaluation instruments should be readily accessible to students, properly funded, of high quality, and allow ready transferability of credit. Such a program offers no threat to faculty. On the contrary it is a powerful incentive to independent learning, and an opportunity to offer an enhanced curriculum to the best students. Such programs are entitled to widespread support and widespread participation by CSUC faculty.

Appendix E

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
English Equivalency Examination - Spring 1975

Distribution Of Converted Essay Scores
Total Applicant Population

Score	Frequency	Relative Percent	Cumulative Percent
23-24	3	0.1	0.1
25-29	41	1.2	1.3
30-34	379	11.5	12.8
35-39	312	9.4	22.2
40-44	914	27.7	49.9
45-49	505	15.3	65.2
50-54	671	20.3	85.5
55-59	314	9.5	95.0
60-64	79	2.4	97.4
65-69	49	1.5	98.9
70-74	33	1.0	99.9
75-76	3	0.1	100.0
Total	3303*	100.0	

Mean = 45.291 Median = 46.505 Mode = 46.000

Standard Deviation = 8.694

*14 Applicants did not complete Essay Examination

TCSUC - Institutional Research
August 1975

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
English Equivalency Examination - Spring 1975

Distribution Of Objective Scores
Total Applicant Population

Score	Frequency	Relative Percent	Cumulative Percent
20-24	7	0.2	0.2
25-29	42	1.3	1.5
30-34	191	5.8	7.3
35-39	464	14.0	21.3
40-44	604	18.2	39.5
45-49	708	21.3	60.8
50-54	566	17.1	77.9
55-59	412	12.4	90.3
60-64	202	6.1	96.4
65-69	97	2.9	99.3
70-74	18	0.5	99.8
75-77	6	0.2	100.0
Total	3317	100.0	

Mean = 47.141 Median = 46.790 Mode = 45.000

Standard Deviation = 9.098

TCSUC - Institutional Research
August 1975

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
English Equivalency Examination - Spring 1975

Distribution Of Composite Scores
Total Applicant Population

Score	Frequency	Relative Percent	Cumulative Percent
45-49	1	0.0	0.0
50-59	23	0.7	0.7
60-69	158	4.8	5.5
70-79	501	15.2	20.7
80-89	808	24.4	45.1
90-99	755	22.9	68.0
100-109	597	18.1	86.1
110-119	302	9.1	95.2
120-129	118	3.6	98.8
130-139	33	1.0	99.8
140-148	7	0.2	100.0
Total	3303*	100.0	

Mean = 92.472 Median = 91.411 Mode = 93.000
Standard Deviation = 15.404

*14 Applicants did not complete Essay Examination

TCSUC - Institutional Research
August 1975

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
English Equivalency Examination - Spring 1975

Distribution of Converted Essay Scores Of Those Applicants Who Passed

Score	Frequency	Relative Percent	Cumulative Percent
46	116	11.8	11.8
50	212	21.6	33.4
53	225	23.0	56.4
56	171	17.4	73.8
59	100	10.2	84.0
63	74	7.5	91.5
66	48	4.9	96.4
70	23	2.4	98.8
73	9	0.9	99.7
76	3	0.3	100.0
Total	981	100.0	

Mean = 54.701 Median = 53.222 Mode 53.000

Standard Deviation = 6.164

TCSUC - Institutional Research
August 1975

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
English Equivalency Examination - Spring 1975

Distribution Of Objective Scores Of Those Applicants Who Passed

Score	Frequency	Relative Percent	Cumulative Percent
45-47	71	7.2	7.2
48-50	135	13.8	21.0
51-53	168	17.1	38.1
54-56	159	16.2	54.3
57-59	184	18.8	73.1
60-62	109	11.1	84.2
63-65	78	8.0	92.2
66-68	52	5.3	97.5
69-71	9	0.9	98.4
72-74	10	1.0	99.4
75-77	6	0.6	100.0
Total	981	100.0	

Mean = 56.045 Median = 55.457 Mode = 57.000

Standard Deviation = 6.153

TCSUC - Institutional Research
August 1975

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
English Equivalency Examination - Spring 1975

Distribution Of Composite Scores Of Those Applicants Who Passed

Score	Frequency	Relative Percent	Cumulative Percent
99	20	2.0	2.0
100-104	265	27.0	29.0
105-109	241	24.6	53.6
110-114	181	18.5	72.1
115-119	116	11.8	83.9
120-124	77	7.8	91.7
125-129	41	4.2	95.9
130-134	23	2.4	98.3
135-139	10	1.0	99.3
140-144	5	0.5	99.8
145-148	2	0.2	100.0
Total	981	100.0	

Mean = 110.746 Median = 108.655 Mode = 103.000

Standard Deviation = 8.868

TCSUC - Institutional Research
August 1975

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
English Equivalency Examination - Spring 1975

Distribution Of Converted Essay Scores Of Those Applicants Who Did Not Pass

Score	Frequency	Relative Percent	Cumulative Percent
23-24	3	0.1	0.1
25-29	41	1.8	1.9
30-34	379	16.3	18.2
35-39	312	13.4	31.6
40-44	914	39.4	71.0
45-49	389	16.8	87.8
50-54	234	10.1	97.9
55-59	43	1.9	99.8
60-64	5	0.2	100.0
65-69	1	0.0	100.0
70	1	0.0	100.0
Total	2322	100.0	

Mean = 41.316 Median = 42.506 Mode = 43.000

Standard Deviation = 6.184

TCSUC - Institutional Research
August 1975

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
English Equivalency Examination - Spring 1975

Distribution Of Objective Scores Of Those Applicants Who Did Not Pass

Score	Frequency	Relative Percent	Cumulative Percent
20-24	7	0.3	0.3
25-29	42	1.8	2.1
30-34	191	8.2	10.3
35-39	464	19.8	30.1
40-44	604	25.9	56.0
45-49	576	24.7	80.7
50-54	286	12.2	92.9
55-59	107	4.6	97.5
60-64	42	1.8	99.3
65-69	15	0.6	99.9
70-72	2	0.1	100.0
Total	2336	100.0	

Mean = 43.402 Median = 43.071 Mode = 45.000

Standard Deviation = 7.374

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THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
English Equivalency Examination - Spring 1975

Distribution Of Composite Scores Of Those Applicants Who Did Not Pass

Score	Frequency	Relative Percent	Cumulative Percent
45-49	1	0.0	0.0
50-54	9	0.4	0.4
55-59	14	0.6	1.0
60-64	58	2.5	3.5
65-69	100	4.3	7.8
70-74	188	8.1	15.9
75-79	313	13.5	29.4
80-84	380	16.4	45.8
85-89	428	18.4	64.2
90-94	400	17.2	81.4
95-99	335	14.5	95.9
100-104	67	2.9	98.8
105-109	24	1.0	99.8
110-114	4	0.2	100.0
115	1	0.0	100.0
Total	2322	100.0	

Mean = 84.751 Median = 85.500 Mode 93.000

Standard Deviation = 10.178

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THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

English Equivalency Examination - Spring 1975

Total Applicants by Age Category

Age Category	Failed			Passed			Total		
	N	Rel.%	Cum.%	N	Rel.%	Cum.%	N	Rel.%	Cum.%
16 and under	4	0.2	0.2	3	0.3	0.3	7	0.2	0.2
17	182	8.0	8.2	91	9.4	9.7	273	8.4	8.6
18	1709	74.8	83.0	681	70.0	79.7	2390	73.4	82.0
19	249	10.9	93.9	96	9.9	89.6	345	10.6	92.6
20	21	0.9	94.8	13	1.3	90.9	34	1.0	93.6
21	13	0.6	95.4	12	1.2	92.1	25	0.8	94.4
22	7	0.3	95.7	13	1.3	93.4	20	0.6	95.0
23	9	0.4	96.1	5	0.5	93.9	14	0.4	95.4
24	7	0.3	96.4	3	0.3	94.2	10	0.3	95.7
25 - 29	17	0.7	97.1	14	1.5	95.7	31	1.0	96.7
30 - 34	11	0.5	97.6	10	1.0	96.7	21	0.6	97.3
35 and over	55	2.4	100.0	32	3.3	100.0	87	2.7	100.0
All Ages	2284	100.0	-	973	100.0	-	3257*	100.0	-

*Age and/or Sex Data Unobtainable From 60 Applicants

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THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

English Equivalency Examination - Spring 1975

Male Applicants by Age Category

Age Category	Failed			Passed			Total		
	N	Rel.%	Cum.%	N	Rel.%	Cum.%	N	Rel.%	Cum.%
16 and under	2	0.2	0.2	0	0.0	0.0	2	0.1	0.1
17	72	6.9	7.1	17	5.9	5.9	89	6.7	6.8
18	763	73.1	80.2	206	71.3	77.2	969	72.7	79.5
19	137	13.1	93.3	34	11.7	88.9	171	12.8	92.3
20	10	1.0	94.3	8	2.8	91.7	18	1.4	93.7
21	9	0.8	95.1	3	1.0	92.7	12	0.9	94.6
22	4	0.4	95.5	4	1.4	94.1	8	0.6	95.2
23	5	0.5	96.0	0	0.0	94.1	5	0.4	95.6
24	6	0.6	96.6	2	0.7	94.8	8	0.6	96.2
25 - 29	9	0.8	97.4	4	1.4	96.2	13	0.9	97.1
30 - 34	7	0.7	98.1	1	0.3	96.5	8	0.6	97.7
35 and over	20	1.9	100.0	10	3.5	100.0	30	2.3	100.0
All Ages	1044	100.0	-	289	100.0	-	1333*	100.0	-

*Age and/or Sex Data Unobtainable From 60 Applicants

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THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

English Equivalency Examination - Spring 1975

Female Applicants by Age Category

Age Category	Failed			Passed			Total		
	N	Rel.%	Cum.%	N	Rel.%	Cum.%	N	Rel.%	Cum.%
16 and under	2	0.2	0.2	3	0.4	0.4	5	0.2	0.2
17	110	8.8	9.0	74	10.9	11.3	184	9.6	9.8
18	946	76.3	85.3	475	69.4	80.7	1421	73.9	83.7
19	112	9.0	94.3	62	9.1	89.8	174	9.0	92.7
20	11	0.9	95.2	5	0.7	90.5	16	0.8	93.5
21	4	0.3	95.5	9	1.3	91.8	13	0.7	94.2
22	3	0.3	95.8	9	1.3	93.1	12	0.7	94.9
23	4	0.3	96.1	5	0.8	93.9	9	0.4	95.3
24	1	0.1	96.2	1	0.1	94.0	2	0.1	95.4
25 - 29	8	0.7	96.9	10	1.5	95.5	18	0.9	96.3
30 - 34	4	0.3	97.2	9	1.3	96.8	13	0.7	97.0
35 and over	35	2.8	100.0	22	3.2	100.0	57	3.0	100.0
All Ages	1240	100.0	-	684	100.0	-	1924*	100.0	-

*Age and/or Sex Data Unobtainable From 60 Applicants

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September 1975

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
English Equivalency Examination - Spring 1975

Intercorrelations Among Part and Composite Scores
Total Applicant Population

	Essay #1		Essay #2					
	Read. 1	Read. 2	Read. 1	Read. 2	Essay Total	Essay Conv.	Objective	Composite
Essay #1								
Read. 1		0.6120	0.3066	0.2928	0.7386	0.7345	0.3476	0.6190
Read. 2			0.3085	0.2984	0.7421	0.7378	0.3540	0.6246
Essay #2								
Read. 1				0.6361	0.7576	0.7585	0.4000	0.6638
Read. 2					0.7449	0.7432	0.4072	0.6594
Essay Total						0.9955	0.5051	0.8592
Essay Conv.							0.5037	0.8610
Objective								0.8638

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THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
English Equivalency Examination - Spring 1975

Intercorrelations Among Grouped Essay and Composite Scores
Total Applicant Population

	Question 1	Question 2	Essay Total	Essay Conv.	Objective	Composite
Question 1		0.3717	0.8247	0.8199	0.3908	0.6926
Question 2			0.8308	0.8303	0.4461	0.7315
Essay Total				0.9955	0.5051	0.8592
Essay Conv.					0.5037	0.8610
Objective						0.8638

TCSUC - Institutional Research
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The California State University and Colleges
English Equivalency Examination Follow-Up - Spring 1973

COURSE GROUPINGS BY HEGIS CODE AND TRANSLATION

English	1501	English, general
	1502	Literature, English
	1503	Comparative literature
	1504	Classics
	1505	Linguistics
	1507	Creative writing
Writing Relevant	0300	Area Studies
	0600	Communications
	0800	Education
	1506	Speech, debate, and forensic science
	1508	Teaching of English as a foreign language
	1509	Philosophy
	1510	Religion Studies
	1599	Other (letters)
	2000	Psychology
	2100	Public Affairs and Services
	2200	Social Sciences
Other	0100	Agriculture and Natural Resources
	0200	Architecture and Environmental Design
	0400	Biological Sciences
	0500	Business and Management
	0700	Computer and Information Sciences
	0900	Engineering
	1000	Fine and Applied Arts
	1100	Foreign Languages
	1200	Health Professions
	1300	Home Economics
	1400	Law
	1600	Library Science
	1700	Mathematics
	1800	Military Sciences
	1900	Physical Sciences
	2300	Theology
	4900	Interdisciplinary Studies

TCSUC - Institutional Research
October 1975

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
Enrolled EEE Participants - Academic Year 1973-74
Distribution of Mean Semester Equivalent Units Completed

	Course Groupings							
	English		Writing Relevant		Other		All	
Campus	P*	NP**	P	NP	P	NP	P	NP
Bakersfield	1.4	4.7	14.2	12.8	15.5	10.5	31.0	28.0
Chico	1.9	3.6	11.9	11.9	14.1	13.3	27.9	28.8
Dominguez Hills	0.9	3.7	10.2	7.8	19.3	13.1	30.4	24.7
Fresno	0.8	3.1	13.4	12.6	14.6	12.2	28.8	27.9
Fullerton	3.8	3.5	12.0	11.0	9.8	10.9	25.6	25.4
Hayward	1.4	1.6	11.0	10.4	14.4	12.9	26.8	24.9
Humboldt	1.8	3.1	10.5	10.6	14.9	13.8	27.3	27.5
Long Beach	1.7	2.8	10.7	10.7	13.8	11.0	26.2	24.5
Los Angeles	2.9	2.0	12.7	11.2	9.8	10.4	25.4	23.6
Northridge	1.3	1.9	13.5	13.5	12.4	10.8	27.3	26.2
Pomona	2.0	3.9	11.3	8.1	14.2	15.1	27.4	27.2
Sacramento	2.1	3.5	14.6	11.8	11.4	13.9	28.2	29.1
San Bernardino	1.3	4.1	10.3	11.4	13.3	15.6	24.8	31.1
San Diego	1.9	2.9	12.3	11.8	12.3	12.1	26.6	26.7
San Francisco	2.7	3.6	10.3	9.8	13.9	13.8	26.9	27.2
San Jose	1.3	3.4	14.5	13.6	13.2	11.0	29.0	28.0
San Luis Obispo	1.2	3.7	9.4	7.3	18.3	17.8	28.9	28.7
Sonoma	1.1	2.2	10.5	13.2	14.5	14.0	26.1	29.4
Stanislaus	1.2	4.4	10.1	10.7	15.2	12.8	26.5	27.9
All Campuses	1.9	3.2	11.8	11.0	13.6	13.0	27.3	27.1

* Passing
** Not Passing

TCSUC - Institutional Research
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THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
Enrolled EEE Participants - Academic Year 1973-74
Distribution of Mean Grade Point Average

	Course Groupings							
	English		Writing Relevant		Other		All	
Campus	P*	NP**	P	NP	P	NP	P	NP
Bakersfield	3.33	3.46	3.35	3.09	3.15	2.89	3.30	3.05
Chico	3.19	2.91	3.23	2.90	3.22	2.71	3.25	2.84
Dominguez Hills	3.50	2.93	3.84	2.99	3.58	2.98	3.66	2.91
Fresno	2.00	3.01	3.27	2.81	3.36	3.08	3.30	2.94
Fullerton	3.23	2.81	3.13	2.77	3.14	2.73	3.16	2.75
Hayward	2.88	2.89	3.21	2.67	3.06	2.53	3.10	2.55
Humboldt	3.26	2.49	3.37	2.85	3.09	2.65	3.18	2.69
Long Beach	3.28	2.66	3.22	2.70	3.19	2.69	3.22	2.72
Los Angeles	2.82	2.73	2.99	2.57	2.92	2.46	2.95	2.49
Northridge	3.27	2.87	3.14	2.69	3.01	2.68	3.11	2.72
Pomona	3.11	2.57	3.19	2.83	3.02	2.60	3.07	2.62
Sacramento	2.98	3.01	3.19	2.89	3.14	2.76	3.10	2.88
San Bernardino	3.00	2.76	2.83	2.52	3.08	3.06	3.01	2.82
San Diego	3.10	2.87	3.01	2.85	2.95	2.66	2.99	2.79
San Francisco	3.19	3.03	3.01	2.78	3.10	2.78	3.17	2.84
San Jose	2.69	2.64	3.05	2.64	2.95	2.65	2.98	2.63
San Luis Obispo	2.71	2.52	3.19	3.07	3.01	2.66	3.10	2.75
Sonoma	3.30	3.30	2.85	3.21	3.29	2.98	3.27	3.13
Stanislaus	2.75	2.98	3.65	2.91	3.43	2.67	3.48	2.93
All Campuses	3.09	2.78	3.15	2.82	3.09	2.70	3.13	2.76

* Passing
** Not Passing

TCSUC - Institutional Research
April 1975

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

English Equivalency Examination : 1973-75

Correlation Comparison

		1973	1974	1975
Question 1	: Question 2	.3681	.3381	.3717
Question 1	: Essay Total	.8253	.7790	.8247
Question 1	: Essay Converted	.8214	.7807	.8199
Question 1	: Objective	.3923	.3683	.3908
Question 1	: Composite	.6944	.6579	.6926
Question 2	: Essay Total	.8253	.8488	.8308
Question 2	: Essay Converted	.8204	.8408	.8303
Question 2	: Objective	.4096	.4905	.4461
Question 2	: Composite	.7068	.7628	.7315
Essay Total	: Essay Converted	.9946	.9956	.9955
Essay Total	: Objective	.4816	.5274	.5051
Essay Total	: Composite	.8472	.8732	.8592
Essay Converted	: Objective	.4777	.5225	.5037
Essay Converted	: Composite	.8429	.8750	.8610
Objective	: Composite	.8642	.8598	.8638
	N =	~4070	~3600	~3300

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THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

English Equivalency Examination : 1973-75

Z Scores of Differences of Correlations

		1973-74 Z	1974-75 Z	1973-75 Z
Question 1	: Question 2	1.5**	1.5**	N.S.*
Question 1	: Essay Total	5.6	5.3	N.S.*
Question 1	: Essay Converted	4.9	4.7	N.S.*
Question 1	: Objective	1.1**	1.0**	N.S.*
Question 1	: Composite	3.2	1.1**	N.S.*
Question 2	: Essay Total	3.7	2.8	0.7**
Question 2	: Essay Converted	2.8	1.4**	1.3**
Question 2	: Objective	4.4	2.4	1.8**
Question 2	: Composite	5.7	3.4	2.2
Essay Total	: Essay Converted	N.S.*	N.S.*	N.S.*
Essay Total	: Objective	2.6	1.1**	1.4**
Essay Total	: Composite	5.1	2.5	2.4
Essay Converted	: Objective	2.9	0.8**	1.7**
Essay Converted	: Composite	5.1	2.5	2.4
Objective	: Composite	0.9**	0.8**	N.S.*

1973-74 Variance = 0.0005324
1974-75 Variance = 0.0005808
1973-75 Variance = 0.0005487

*The Z scores for the correlations in these cases are so small as to be obviously non-significant.

**Not significant at the .05 level.

TCSUC - Institutional Research
September 1975

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
Enrolled EEE Participants - Fall 1975
Distribution by Campus

Campus	Passing				Not Passing				Total	
	Number	Percent Total Passing	Percent Campus Enrolled	Percent Total Enrolled	Number	Percent Total Not Passing	Percent Campus Enrolled	Percent Total Enrolled	Number	Percent Total Enrolled
Bakersfield	12	1.8	26.7	0.5	33	2.0	73.3	1.4	45	1.9
Chico	8	1.2	19.5	0.3	33	2.0	80.5	1.4	41	1.8
Dominguez Hills	4	0.6	19.0	0.2	17	1.0	81.0	0.7	21	0.9
Fresno	54	8.1	29.2	2.3	131	7.9	70.8	5.6	185	8.0
Fullerton	82	12.3	31.3	3.5	180	10.9	68.7	7.8	262	11.2
Hayward	4	0.6	25.0	0.2	12	0.7	75.0	0.5	16	0.7
Humboldt	50	7.5	26.5	2.2	139	8.4	73.5	6.0	189	8.1
Long Beach	74	11.1	34.7	3.2	139	8.4	65.3	6.0	213	9.2
Los Angeles	9	1.3	30.0	0.4	21	1.2	70.0	0.9	30	1.3
Northridge	86	12.9	30.4	3.7	197	11.9	69.6	8.5	283	12.2
Pomona	37	5.5	24.5	1.5	114	6.9	75.5	4.9	151	6.5
Sacramento	23	3.4	27.7	1.0	60	3.6	72.3	2.6	83	3.6
San Bernardino	4	0.6	30.8	0.2	9	0.5	69.2	0.4	13	0.6
San Diego	60	9.0	27.6	2.6	157	9.5	72.4	6.8	217	9.3
San Francisco	17	2.5	41.5	0.7	24	1.4	58.5	1.0	41	1.8
San Jose	66	9.9	26.9	2.8	179	10.8	73.1	7.7	245	10.5
San Luis Obispo	57	8.6	25.4	2.5	167	10.1	74.6	7.2	224	9.6
Sonoma	13	1.9	31.0	0.6	29	1.8	69.0	1.2	42	1.8
Stanislaus	8	1.2	33.3	0.3	16	1.0	66.7	0.7	24	1.0
All Campuses	668	100.0	-	28.7	1657	100.0	-	71.3	2325	100.0

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28 January 1976